

CHILD-WELFARE MAGAZINE

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No. 4

A Christmas Child

SHE came to me at Christmas time and made me mother, and it seemed
There was a Christ indeed and He had given me the joy I'd dreamed.

She nestled to me, and I kept her near and warm, surprised to find
The arms that held my babe so close were opened wider to her kind.

I hid her safe within my heart. "My heart," I said, "is all for you,"
But lo! She left the door ajar and all the world came flocking through.

She needed me. I learned to know the royal joy that service brings.
She was so helpless that I grew to love all little helpless things.

She trusted me, and I who ne'er had trusted, save in self, grew cold
With panic lest this precious life should know no stronger, surer hold.

She lay and smiled and in her eyes I watched my narrow world grow
broad;

Within her tiny, crumpled hand I touched the mighty hand of God.

—Isabel E. Mackay, in Scribner's.

The President's Desk

THE MESSAGE OF THE CHRIST CHILD

CHRISTMAS is once more with us, with its spirit of love to God and all mankind. Nearly twenty centuries have passed since the babe in Bethlehem came into a world of sin and selfishness to redeem it. Then only a few shepherds welcomed the Saviour of the world. He came without pomp or wealth. He lived through the years of infancy and childhood, meeting all the trials that come to all of us, showing by example as well as precept what is the great purpose of life. His message fell into the hearts of very few men and women of that age. With every century the power and influence of the Babe of Bethlehem, of Jesus of Nazareth, has increased. The Little Child Has Led Them. The Divine power has led the generations of men and women surely upward and onward toward the Divine estimate of life. The spirit of love and service is gaining ground every day.

Christmas is ever a day peculiarly consecrated to the children. The most selfish heart warms toward others on that day. There are in Bulgaria now 152,000 infant orphans—cold, hungry and in many cases homeless. War has desolated the rich agricultural lands of Bulgaria, and unless help is given from outside many of these little ones must die.

Sixty dollars will support one orphan for a year. It will be several years before they can care for themselves. They are God's little ones just as much as American children. Their little hands are stretched out asking the chance for life, food, education.

The money given will be accounted for. Are there not homes in America which will adopt one of these little ones in the name of One who said, "Inasmuch as ye have done it unto one of the least of these, ye have done it unto me"? CHILD-WELFARE will see that any funds given are sent to responsible people.

Names of children can be given if desired and reports made to those who can help. If sufficient response is made the Mothers' Congress may become a foster mother for some of these. In deed as well as in words may we all help to make it a Merry Christmas to some less fortunate child.

NATIONAL CONGRESS OF MOTHERS OF THE REPUBLIC OF CUBA

CUBA held its first convention of mothers November 5 in Havana, and then was organized the National Congress of Mothers of the Republic of Cuba. Señora Mariana Seva de Menocal accepted the office of President of Honor with the promise of aid to the work in all its branches.

Señora Concepcion Escardo de Freyre was chosen as President. Her husband is Mayor of Havana. Seven vice-presidents were chosen from among the leading women of Cuba. The Advisory Council for baby saving work is composed of professional men, mostly physicians.

The Baby Saving Committee has a staff of experts in infant hygiene

to attend the day nurseries, which is the first work of this committee. A Mother's Bureau for expectant mothers with its staff of experts in woman's needs has been opened. Pure milk stations will be established under the care of this committee.

Mme. Freyre opened her handsome home for the convention. The Marquis of Estaban presided. Almost all the members were present, and those who could not attend sent their congratulations and promise of co-operation.

A reception followed with refreshments served in the handsome style of all Mme. Freyre's entertainments.

The National Congress of Mothers of the Republic of Cuba will be incorporated under the laws of the Republic, so that it may collect and receive money for its work.

Mrs. Jeannette Ryder, an American woman with the American zeal for good work, is chairman of the Reform Committee.

The Cuban Congress will use the badge of the American Congress of Mothers with the text in Spanish.

Sra. Justina C. de Ortiz Coffiguey, who several years ago accepted the office of Organizer of the Mothers' Congress for Cuba, has so successfully enlisted the interest of the best men and women of Cuba that now the Republic of Cuba has a National Congress of Mothers which will work in the same way as the Congress in the United States.

Mrs. Coffiguey was elected Corresponding Secretary. The work of the Congress in Cuba will be reported in *CHILD-WELFARE MAGAZINE*.

The first Congress after the convention for organization will be held in 1914.

Congratulations to Mrs. Coffiguey on her success, and to Cuba for the great step forward it has taken in protection of home and children.

CO-OPERATION OF STATE UNIVERSITIES IN CHILD-WELFARE WORK ASSURED IN OREGON

COPIES of the resolutions adopted at the National Convention in Boston last May, urging the co-operation of State universities in behalf of child-welfare work were forwarded to the University of Oregon.

Early in the fall, Mrs. Robert H. Tate conferred with members of the faculty regarding this extension work and was gratified to learn that plans were being made to send out speakers to our parent-teacher circles and to do everything possible toward establishing them in various sections of the State. Nor is this all. Programs have been arranged by Dr. C. H. Hodge, Dr. Geo. Reber and Dr. Bertha Stewart, of the University, for study-courses in psychology, biology and hygiene, which are specially planned to meet the needs of the mothers' circles all over the State.

Courses are arranged for those who desire to take advantage of them by correspondence and are so practical as to materially assist in working out the everyday problems of the home.

A part of the outline is as follows: under the subject, "The Conservation of the Child," are, eugenics, heredity, practical care of infants, sleep, feeding, growth, prevention of common infections, adenoids, mental and physical development. Under "Biology and Home Sanitation" may be discussed such subjects as: essential factors of a healthful home, location, open-air features, construction, control of flies, mosquitoes and other insects.

Other branches of topics bearing upon the home and the child will be prepared, such as biological factors of good roads, city streets and sidewalks, health problems, social hygiene, etc.

The child-study courses will contain lectures and workable suggestions on special, industrial and vocational schools. They will treat of the exceptional children and of the standards for moral development. All clubs and parent-teacher circles interested in these programs may obtain them upon application to the University.

THE Boy Scouts of America, organized but a few years ago, has become one of the largest and most useful organizations in the country. The father or mother looking for some way to direct the boy's energy into wholesome channels will find it worth while to send for the literature of the Boy Scouts and pass it on to the boys. The Manual states that:

"The Boy Scouts of America is a corporation founded by a group of men who are anxious that the boys of America be built up in all that goes to make character and good citizenship.

"It is obligatory upon the Scouts that they cultivate courage, loyalty, patriotism, brotherliness, self-control, courtesy, kindness to animals, usefulness, cheerfulness, cleanliness, thrift, purity, honor.

"The aim of the Boy Scouts is to supplement the various existing educational agents, and to promote the ability in boys to do things for themselves and others.

"It is *not* a military organization, rather a distinctly *peace* organization, but so cultivating hardiness, readiness, and courage in the boy as to better fit him for war or peace, or, indeed, any emergency of life.

"All Scout troops should consist of not less than eight boys, and all members should be twelve years of age or over. These are directed by a Scout-master; that is, the adult leader of the troop, who must be twenty-one years of age. The Scout-master takes his directions and lessons, so to speak, from a Manual, the Scout-master's Manual, especially prepared for him by the members of the Executive Board of the National Council of the Boy Scouts.

"This Board and Counsel are composed of men high in standing, experts in their own line, so that by means of this organization the Boy Scouts of the country are put in touch with the country's ideas and the wisdom of men who stand for the best and most American things."

"Boy's Life" is the name of the Boy Scout magazine. It numbers among its contributors men who appeal to the heart of the boy and inspire him to be the best kind of a boy.

James E. West is Chief Scout Executive. The National Headquarters is at 200 Fifth Avenue, New York.

THE END OF
LIQUOR BUSINESS
PREDICTED

THE *National Liquor Dealers' Journal* laments the present outlook of the liquor business and says: "The moral and religious forces of the nation are against the liquor business. Unify these forces in support of a definite policy, and the end is here." This message is one that should be heeded by all who are interested in the uplift of the nation and the protection of youth. Surely the National Congress of Mothers should be one of the strongest among the moral and religious forces of the nation to enter into an alliance with others in support of a definite policy. Colonel Roosevelt's only litigation for the attacks on him was against the charge of intemperance.

Secretary Bryan has made his position clear in regard to the use of liquor. Half the crime in the world would be prevented by ending its manufacture and sale. The educational work in the schools carried on for years has brought a generation of young men who know the effects of alcohol and will not stand for it. It is their vote that has brought so many States into the ranks of prohibition. That is but the first step. Child-welfare demands the abolition of the liquor traffic. Home, Church, School, and State are the agencies which can bring the end, predicted by the liquor dealers' journal. May they combine to bring this much needed result.

MOTHERS' CONGRESS OFFICIAL
APPOINTED AS
DEPUTY SHERIFF

MRS. D. S. ELDREDGE, of Rochester, New York, who has been President of the New York State Assembly for the last two years, and who is President of the Council of Parents' Association of Rochester, has been appointed Special Deputy Sheriff. She is the only woman in New York State holding that position.

The appointment has been made to enable Mrs. Eldredge to look after young girls and boys. It admits her to all places.

NATIONAL CHAIRMAN
CHILD HYGIENE
DEPARTMENT

MRS. ANNA STEESE RICHARDSON, of New York, who has directed the work of the Better Babies Bureau, has accepted the National Chairmanship of the Child Hygiene Department. In order to extend the benefits of this department every circle in the Congress which has not already done so is asked to appoint one member as child hygiene chairman. The name should be sent promptly to the National Congress of Mothers and Parent-Teacher Associations, 906 Loan and Trust Building, Washington, D. C.

A Santa Claus Annex Shop in the Francis W. Parker School in Chicago

THE following plan of utilizing the school shop has been used as a means of developing a broader spirit of Christmas among children, dealing with altruistic motives rather than the selfish and personal, and using co-operative rather than individual methods. The constructive interests have been used as a basis, and the play element recognized by introducing the favorite character of Christmas, Santa Claus.

In every household in which there are or have been children, there are countless toys, dolls, books and games in various stages of dissolution and disrepair. Many of these have outlived their usefulness in that particular household, but with the addition of a little spare time and ingenuity, together with a touch of color to brighten them up, they

would still make most acceptable Christmas gifts to many a child in poorer circumstances. To utilize this repair work as a feature of our manual training a "Santa Claus Annex Shop" was established.

It was suggested to some of the children that such toys could well be repaired in the school. Notice was sent to the parents that the school would undertake to put into good condition such toys as could be furnished. These toys would then be given to settlements in more needy parts of the city for distribution.

The next step was to present the scheme to the pupils of the whole school in a "Morning Exercise." Upon reaching school one morning, the pupils were confronted with the following notices prominently displayed on posters in the main hall.

WANTED—WANTED—AT ONCE

Wanted at once good workers in the following trades:

25 Mechanics—Must have a good knowledge of auto repair work, aerial machines, boats, engines (both stationary and locomotive), clockwork motors, agricultural implements, wagon repairs, etc., etc., etc.

20 Painters—Good at retouching. Must have experience in mixing and judging colors and be able to handle brushes well.

20 Surgeons—(In hospital). Skill especially needed in grafting arms and legs and replacing new heads. Those with previous experience in either hospital or private practice preferred.

10 Veterinary Surgeons—A good knowledge of the anatomy of dogs, Teddy Bears, and horses is necessary.

10 Book Repair Men—Neat and careful workers, able to handle needle and paste brush well.

10 Repair Men for Game Department.

20 Wrappers and Packers—Wanted for packing and shipping department. Only neat workers need apply.

1 Foreman and 1 Inspector—Wanted in each of the following departments: Mechanical, Painting, Hospital, Book Repair, Game Department, Wrapping and Packing.

Application may be made in person or by letter. Steady work promised from now until December 20. **Good Hours. Good Wages.**
(Signed)

SANTA CLAUS.

P. S.—This is my busy season, and I have appointed Mr. Wahlstrom superintendent of my Annex Shop at the Francis W. Parker School. Particulars may be obtained from him or from any of the teachers in said school.

Applications should be in by December 1.

The following is a stenographic report of the morning exercise which came later in the day:

MORNING EXERCISE—SANTA CLAUS
ANNEX SHOP

Tuesday, Nov. 29

Mr. Wahlstrom:

"How many people here believe in Santa Claus?"

(Almost every hand in the school raised—with a background of broad smiles).

Mr. Wahlstrom:

"Santa Claus is a pretty real person to us. As we get older I do not know what happens, but we are sometimes a little bit afraid to own our friendship or say we believe in him. As we get a little older still, we begin to know him by another name—sometimes it is 'The Christmas Spirit.'"

"I think the other night I must have had a visit from Santa Claus. It was pretty late and most of you must have been sound asleep. He had a nice scheme and wanted to know if I would help him out. He said he was very busy, and that there were a lot of people whom he could not get around to see if he did not have a little help. You all expect a visit from Santa Claus Christmas morning—I know I do.

"This was his scheme—he wanted to know if we could not organize an Annex Shop and help fix up some things he could use at Christmas time to send around to some little folks not quite so fortunate as you are. You have already brought in a few things we can fix up, but we should like more.

"You probably noticed the want

ads in the hall this morning, asking for helpers in different lines of trade.

"I am sure there are plenty of veterinary surgeons in the school who know all about the insides of the Teddy Bears, and doctors who know how to sew on dolls' heads. And there are lots of good painters in the school and all sorts of mechanical people who can take a toy and see what the trouble is and fix it up. We shall need help from everybody. Some of the high school boys and girls who have had metal work are expert with solder and they can solder pieces together for us when they are broken loose.

"Now, if you have read the rules carefully, you will see that Santa Claus has promised good wages and good hours. The regular hours are going to be two afternoons a week, after school—on Wednesdays and Fridays. Santa Claus is a pretty systematic sort of person—if he were not he would be entirely swamped. Here are some of the cards that he has asked the Seventh Grade to print.

"The first is to be like a shipping tag. Every toy is going to have a number, and this will be put on this card, with the name of the article to be repaired and the different things to be done to it.

"This will keep the inspectors and superintendents pretty busy. The directions are to be written pretty carefully, and we shall need good inspectors and good foremen. This ticket will be tied to the article and then it will be ready for someone to start to work with it.

"Santa Claus believes in unions. He has not yet succeeded in unionizing the whole world, but he hopes

to. And he is going to have a union card for all the workers in the Annex Shop.

"Of course Santa Claus will not be able to sign all these in person, but he will expect the inspectors and foremen and the people in charge of this factory to sign for him.

"The next thing we must have in this factory will be a time card. Each person working in the factory will have one, whether he is a painter, a mechanic or a surgeon—no matter in what department he works—and the inspector will check off the time.

"We have noticed that he promises good wages and good hours. But Santa Claus does not have very much cash at this time of the year, and so he is going to pay by check.

"These can be cashed at any time at Father Time's Bank of Discount. Father Time will pay these checks without protest.

"Now, as to the rate of wages. Of course the workers in some departments will have more skill than others, but Santa Claus thought it would be well to make the rate of wages uniform. For every hour's work he is going to pay five happy days, and those happy days you can cash at any time when you need them. You can add them on to a long life, if you see fit. That is the best kind of pay; that is the kind of pay that Santa Claus himself takes out for his work, and he certainly is long lived and enjoys life and looks healthy whenever we see his picture. So I think the pay is very good.

"Now what we need is good workers, good inspectors, and good foremen. Here are some of the things on these tables that have been brought in, and I might show you

the kind of work that will need to be done.

"This is a Teddy Bear who has lost his voice. I do not know whether he can be cured or not.

"Here is a book that must go to the Book Repair Department.

"Here is a pair of horses that seem to have run away. If we cannot find their wagon we will hitch them to something else.

"Here is a telephone out of order. I think that can be fixed up by the high school boys who are studying physics.

"Here is a hen who has run her legs off. We ought to do something for her.

"Here is a horse without a tail. We shall have to turn this over to the hospital.

"Here is a good boat that needs a mast and some sails, a bowsprit, and a new coat of paint.

"Here is a bank that does not work.

"Here is a piano without any legs—a grand piano at that. I think that might go to the music department later to be put in tune.

"There is another department that will be pretty busy later on. That is the Wrapping and Packing Department. We shall need a great number of boxes for that. I wish every one in the school would look around at home and see what empty paper boxes he has that he can bring in and turn over to this department. Then we can get some pretty paper and fix these boxes up and make nice packages of them."

Miss Cooke:

"Last year the teachers had the privilege of seeing the things when they came in and then again when

they were ready to be sent away, and it was as if a miracle had been wrought. There is one thing, however, that I should like to add. I should like to be appointed receiver of something else. It seems to me that every boy and girl in Chicago ought to have a good Christmas. There are many little girls in the city, I know, who do not have a single doll, and many little boys who never had a toy to play with. Some of you, I know, have a great many books, and a great many dolls, and a great many toys. It seems to me that we ought to add a Sharing Department to all these others, and I should like to be receiver. If any of you have a doll that you really care about, but would like to have some other little girl care about it, I should like to have you bring that in and mark it, 'A gift that I should like to share.' I should like to have these things brought to my office."

Each of the departments was presided over by a larger pupil or a teacher as a foreman and inspector. The many things to be done were classified. This plan furnished a wide range of processes in many varied materials and a splendid outlet for the ability and ingenuity of pupils from the first grade up to the eighth grade and high school. The processes varied in difficulty from mending card-board boxes, pasting labels, painting "scuffed" and battered toys, to soldering and tin-smithing, repairing clockwork locomotives and steam engines.

In addition to the regular time announced, pupils were allowed to give other spare time; and in some cases, when a class had finished the work planned in the regular shop

period, the class time was devoted to the work.

When the first appeal was made for toys, attics and store-rooms were ransacked and the accumulations of years, possibly, brought in. It is possible that after a year or two the supply will diminish. Attention can then be turned to manufacturing new toys, such as dolls' beds, tables, chairs, games, etc., holding to the same factory basis and subdivision of work. The pupils appreciate the value of this method when the time is limited. Each pupil, instead of performing all the processes, would do the work he was best fitted to do. It would also be well to introduce labor saving devices, templates, etc., to increase the efficiency and speed of the workers.

In addition to the toys the numerous books and games furnished abundant field for activity. Some of them were in perfectly presentable condition, but by far the greater number were in need of attention, and some could be redeemed only by much careful work. The foremen and inspectors of the groups were usually high school pupils, but back of them, as general helper and advisor, were one or more members of the library force. These teachers demonstrated what could be done for books, and provided the materials to work with. As in the case of the toys, a ticket was filled out specifying the kind of repairing or cleaning demanded. The kinds of repairs which the pupils could do were: removing the marks of soiled fingers from the covers and pages with powdered pumice stone; replacing loose leaves with Success Binder; putting a new piece of cloth on the

back of a book and over the covers; mending torn pages with transparent gummed tissue paper; pasting down a fly-leaf to cover some unsightly writing on the inside of the covers; and sometimes even making an entirely new cover for a small book, fastening the pages into the covers with double-stitched Success Binder. Books in which the sewing was much loosened were cast aside as beyond the possibilities of our skill and allowance of time. Such books were utilized for scrap books. To save time and confusion the repair equipment was kept on a certain table together with a pile of books previously examined. Then if a child arrived early in the morning, he could fill in his spare minutes with some repairing.

The work upon games is very much like that required on books, so that the two may well be in the hands of one department. The boxes containing the games must often be cleaned and mended. It must also be ascertained that all the parts of the game or puzzle are present.

With these arrangements, one year, six pupils and one teacher cleaned and repaired about seventy-five books and thirty games in the brief three weeks between the Thanksgiving and Holiday vacation. Probably about twenty hours were devoted to the work. All such repairing is simple and may readily be done by pupils from the sixth grade on through the high school, if they have been taught to use their hands.

This work does not appeal to the æsthetic sense, but rather to the interest of the child whose love of

order is strong. The joy of making things clean and presentable must be sufficient to enable one to disregard the stickiness of the glue, the flying pumice stone, and tedious erasures. It has chanced that among the volunteers for this department there have been some of this description, and it was a joy to see them work.

A simple mending outfit consists of:

1 pint flexible glue.

1 brush for same.

$\frac{1}{2}$ lb. powdered pumice stone.

$\frac{1}{2}$ dozen rolls assorted colors and widths silk-finish cloth.

$\frac{1}{2}$ dozen rolls assorted widths double-stitched binder.

2 clamps for holding books which have been glued.

Some boards to place under the clamps to keep the sides of the book even.

Pieces of muslin or cheesecloth for applying the pumice stone to covers and pages.

Some Hardmuth and kneaded erasers.

The repair of the dolls proved quite an art and enlisted the help of many of the high school girls and some of the teachers. From the collection of severed arms and legs, and with the aid of glue pot, needle and elastic, many a doll which might have been thought well nigh incurable was restored to almost pristine freshness. Some of the older girls who had outgrown their dolls, brought in miniature wardrobes which, when freshly laundered by the children, were used in dressing the dolls.

Meanwhile pasteboard boxes, of all sizes, shapes and kinds, in which

the toys and dolls were to be packed, had been accumulating. These were carefully looked over and cleaned in the same manner as were the books, the children selecting their boxes and decorating, after their own fashion, with pictures, bits cut from wall papers, or bright colored papers. If the boxes were too unsightly to be made pretty by decoration, or needed reinforcing at the corners, they were completely re-covered—gilt, silver, bronze, gray, red, etc., as a child might choose. Children of the second, third and fourth grades worked in this department, and they filled some of their boxes with several pages of dolls and dresses cut from the magazines, rolls of crêpe tissue paper of different colors, also bronze, gilt, and silver paper together with a tube of library paste, for dressing the paper dolls.

One of the classes had made a set of doll's beds. Making the mattresses and pillows, with the sheets and pillow cases, proved fascinating work of which the girls were duly proud, especially the mattresses which were stuffed and tufted in a truly workmanlike manner.

As mentioned above, the shop time of a class is frequently devoted to this form of work. Thus, one year, the pupils of the first grade decided that instead of making a doll house to play with in school they would make it for the children of one of the hospitals. Instead of one large house of several rooms to stand on the floor, it was decided to make individual rooms—libraries, bedrooms, kitchens, dining rooms, that every child might have one on his bed to play with. Each pupil chose

the room he wished to make—sawing, planing and nailing the boards into oblong, shallow boxes of uniform size, with one side open. Windows were cut in the ends and moulding nailed on the outside for casings. One boy cleverly suggested adding two pieces of wood to the bottom of the house which would support the weight so that it might not rest on the invalid. These supports were put on with hinges and could be folded under when building together to make one house. Furniture was made of wood. White enamel was chosen as the most sanitary paint for both houses and furniture. The sixth grade made the wall paper, curtains and bedding, and the second grade made small rugs in appropriate colors.

Another year a Noah's Ark and many games of dominoes were made. The Ark was built in the manual training room and looked as near like the original as first grade children could make it. The animals, two of every kind, were painted on paper, cut out and nailed by the feet to small pieces of wood which supported them. Noah and his family were produced in the same manner. The dominoes were cut out of double faced cardboard, red and white, with the correct number of dots marked on each one with soft lead pencil. A box and cover of red cardboard was made to hold each set.

The second grade scrapbook party was the outgrowth of a parents' meeting at which the mothers asked for some definite part in the Christmas work. It was decided that they should make at home simple, durable cloth books of various shapes and

sizes. The cloth was double for each page and twelve pages constituted a book. All the children of the school were asked to contribute pictures. On the appointed day the mothers and children spent a social hour together in the grade room arranging and pasting the pictures in the books, which made attractive gifts for the Crippled Children's Hospital. Before going home the children served simple refreshments which they had prepared.

In preparing for the Christmas work, as mentioned above, a Morning Exercise is devoted each year to developing the proper spirit of giving and sharing among the children. One year this consisted of a very effective reading of Tolstoi's excellent story "Where Love is There is God Also."*

An appeal was made also to the children to bring in some of their real treasures, which they still cherished, the intention being to see what response would be made to an appeal

which would involve the element of real sacrifice, namely, the giving away of some toy which was still dear to the young heart. The response was very gratifying, in fact it was so generous that it might be suspected that baser motives than those of unselfish sacrifice prompted the response. That this was not the case, however, and that the motives were genuine was evidenced many times and frequently corroborated by the home. For instance when a little girl came hugging to her bosom two dolls which bore traces of much loving care, and handed them over with the remark that "they just *had* to go to the same mother," it was evident that she was parting with one of her most beloved treasures. There is no question that the simple story of the shoemaker in Tolstoi's tale was bearing fruit.

The value of the Santa Claus Toy Shop was manifested in many ways. Aside from the thought of *working*

* In order to gain the assistance of the home in our work along this line the following letter was, last year, sent to the home.

"To Patrons and Friends of the Francis W. Parker School:

"The school is this year making a greater effort than ever before to impress upon the children the beauty of the Christmas spirit. The children have heard Tolstoi's story, 'Where Love is, There God is Also,' and throughout the month we hope to keep before them the essential meaning of the Christmas season—that it is a time of kindly feeling towards one's fellows. We should be glad if not one child saw any of its unlovely features—hurry, worry, ostentation, perfunctory giving. We wish them to feel that a gift is nothing, unless genuine affection prompts it; nothing, unless into it the giver has put a part of himself. His own work is, of course, the best, but at least careful, thoughtful selection is indispensable. This means that a child should be allowed to give very few gifts.

"We believe that you will agree with us that Christmas 'lists,' by means of which the parents meet large responsibilities for him in a business-like way, have no rightful place in the child's growing years, if we are to preserve the true spirit of Christmas giving. We are very anxious to have no Christmas gifts given in the school which are in any way forced or suggested, and the school collections for presents often have this result. We ask you to cooperate with us in having the children understand that if they have not the time or inclination to give in the right way Christmas gifts in the school, what they really can give of themselves in helpful influence, in service, is even more appreciated and often represents more genuine giving.

"We hope that it will be understood that we want to help and encourage in every possible way the *true spirit of giving*, but we want to remove those artificial incentives to universal exchange of Christmas gifts which mar this season of goodfellowship and place upon children the premature burdens of adult responsibility. Let us keep our children simple and natural and genuine, and, protect them as long as possible from the sophistication which certainly has no place in their Christmas festival."

for others which was at the bottom of the scheme, the feeling of good-fellowship which pervaded the work was most noticeable. The kindly and sympathetic interest of the older boys, who filled the rôle of inspectors and foremen, in the struggles of the younger people in some difficult piece of repair work, helped to unite the school. High school boys "renewed their youth" and also discovered some interesting applications of their recent physics experiments while investigating the "innards" of some mechanical toy. The children of primary grades were busy with paste pot and shears, and it would be hard indeed to recognize in the gay and festive results of their labors the commonplace cardboard

boxes which had been brought in for the packing of the finished product.

Although there was a spirit of play in the work it was interesting to note the seriousness with which the pupils entered into it. The lengthening column of figures on the time card was eagerly watched, and the pay check at the end was as highly prized as though it represented actual cash. Of no small value was the insight into industrial organization and subdivision of labor, which was appreciated by even the youngest worker. And underneath it all was the joyous spirit of Christmas, the knowledge that the work was a labor of love, in order that some one less fortunate might have his share of Christmas joy.

High Child Mortality.—The figures of the registrar-general show an alarming child mortality in London during the hot season this year. As expressed by one London paper, it was "the most disastrous to child life of any during the present generation." For the five weeks ending August 26, the deaths of children under one year were, respectively, 304, 462, 636, 705, 712, a total of 2,819; and of children from one to two years, for the same weeks, 73, 101, 138, 155, 143, a total of 610, or 3,429 children under two years, an average of 98 a day.

Public Health Course.—The University of Cincinnati is to co-operate with the city health department in providing medical students a course of training in public health work. The upper-class students will be given the opportunity to do the actual laboratory work of the health department, such as examining milk; analyzing water; testing for typhoid, tuberculosis, and diphtheria; inspecting foods, schools, etc. In fact, they will be assigned all kinds of public health work, to be performed under competent supervision.

How to Teach Children the Peace Story

By LUCIA AMES MEAD

THE American School Peace League, which now has branches in nearly forty states, is the best organized body in the world to teach the rising generation of the new facts and conditions which are making nations more dependent on each other and future wars between nations unnecessary and absurd. Every child should be taught at home as well as in school what our new Twentieth Century conditions require. The following little talk is prepared in simple language for children who know little of history and geography so as to give mothers and teachers a suggestion of the way in which even children of eight or ten may get some comprehension of the great forces which are at work to promote world organization, a lessening of ruinous armaments and the substitution of war by law.

I suppose, children, that you have all heard of the cave-dwellers who lived when the world was young and how these dirty savages ate raw meat with their fingers and fought like dogs over a bone. In those days everyone fought except with those of their own blood. They lived on game and there was not enough to go around and one cannot blame them for acting like animals. After a while they learned that they could tame some animals and have herds of cattle or camels and flocks of sheep. Then there was more to eat and they did not fight so much. After a while they learned that they could raise wheat and rye and other things from the ground and could

get more food if they settled down instead of roving around to hunt for pasture. They could raise food for themselves and their animals and they had more wealth when they worked than when they fought and stole from each other.

You remember I said they did not fight with the people of their own blood, that is, their own little tribe which was made up of more or less distant cousins. Each family knew that it could not get on quite alone, and must have help; therefore, inside the tribe people were generally peaceable. After they stopped fighting so much with their spears and arrows about food they sometimes fought about the boundary lines of their country or about who owned the wells or about some mean trick one village had played on another. Sometimes one side would get some advantage and sometimes neither side, but it never happened that both sides were better off for having fought.

Later on, there were better roads and canals and people began to exchange goods. One village, for instance, might have good land and could raise more grain and fruit than another village miles away where the land was only good for mining. The exchange of goods made everyone much better off. The people could not only have what they made themselves but all the different kinds of things that other people made. Then if a distant body of soldiers marched against one village and killed the people in it the other village suffered too. The faster people

became dependent on each other by dividing up their labor so as to exchange what they had too much of for what they had not enough of, and the faster they got better boats and roads and, after many ages, telegraph and railroad connection, the more everyone was injured when any two fell out and went to war.

If a war had been fought between the Russians and Japanese when George Washington lived, we should not have heard anything about it for about six months afterward. Then a slow sailing vessel would have brought the news to New York and the little four-page newspapers of those days would have printed a few sentences about the horrible slaughter and how the brave Japanese won the great battle at Port Arthur. A rider would have carried the news on horse-back to Boston or Albany and only after some weeks would all the towns have learned of it.

A marvelous change has taken place since a hundred years ago. Then no one could travel or get news any quicker than Moses or Abraham could. Now, whatever happens in any country is read the next morning at every breakfast table and the things we eat and wear and use come from all over the globe. It is great fun to count up all the places from which everything on the dinner table has come and to think how many thousands of people all over the earth have been working for hundreds of years to get that ready.

In ancient times, a king who conquered another could carry off his slaves and rugs and herds and, although it was wicked, he could get something out of it. Now, all has changed and one nation cannot con-

quer another without losing more than it gains. War between nations now is not only wicked but the silliest thing in the world, partly because the nation can no longer gain by it, though of course a few men may make money by selling guns; almost all citizens suffer from a war for many years after it is over. If all armies and navies were to end to-day, the heaped up *war debts of the world would not be paid off before the school children to-day were great-grand-fathers*. Another reason why war now is so absurd is because there is a new and better way of settling quarrels between nations. It is much the same way that has been used for ages to settle quarrels between angry people, that is, to let a judge settle it in a court, just as an umpire settles quarrels on the ball game.

In 1898, when your big brother in the High School was a baby, something very wonderful happened. The king of Russia who is called a *Czar* had a bright idea. It was not a new idea at all. For hundreds of years wise men had thought the same thing, but the world had paid little attention. The Czar was in great trouble. He wanted a great many soldiers but did not know how to pay for them. He had a big country full of poor people and he could not tax them any more. They were so poor that the mothers often had to leave their babies when they went away all day to dig in the fields and sometimes they would tie some paste on the baby's wrist for it to suck during the hungry, lonesome hours. No matter how hungry or cold other people were, soldiers must be well fed and clothed. The Czar's bright

idea was that if the other nations that were strong would only agree with him to have fewer soldiers they would all be just as safe and it would not cost nearly as much and his poor people need not starve. You see if one side had 100,000 men and the other side had 80,000 men and each should agree to send half of them home to do their work in factories and farms, the two nations could do exactly as well with 50,000 men and 40,000 men for soldiers.

The Czar told his chief official who is called "Prime Minister," to write a letter to twenty-six nations—all of those represented in his court—and ask them each to send delegates to a meeting to talk over this matter of having fewer soldiers and battleships. He had no South Americans at his court, but delegates from the United States and Mexico and China and Japan besides Europeans met on his birthday, May 18, 1890, in a great round hall in the Dutch Queen's little palace in Holland at the Hague. One hundred men with fifty secretaries came; some of these men were famous and important. The chief American was Ambassador Andrew D. White who was at Berlin.

Many of the delegates were almost ready to make fun of the conference and say it would be a fizzle. But Dr. White and a few others were bound to make it a success. They all worked behind locked doors, divided into three groups, each group working over a different problem. They ate lunch together and walked in the beautiful green park together, and had parties and banquets for each other in the evening. The more they became acquainted the more

they liked each other. They usually talked in the French language. They worked together for about three months while the world impatiently waited to see what they would do.

Once the Germans came very near spoiling it all and seemed to care nothing about what the others wanted until they learned how the Americans were cabling messages and sending piles of letters imploring the conference to find a way to stop war. A bishop in Texas wrote a special prayer to be prayed by all his churches every Sunday while the conference lasted. That opened the eyes of the German leaders. The Germans think a good deal of the United States, to which so many of their people had come. They finally agreed to work with the others and, at last, all of the delegates signed the agreements they had made and went home to ask their governments to stand by these agreements.

They had not been able to do what the Czar asked and all cut down the size of their armies and navies together, but they had agreed to make war less terrible for the people who do not fight and, wonderful to say, they had actually arranged for a Court of Arbitration for all the nations who wanted to take their quarrels to it. This was a little different from other kinds of courts. Ask your father to explain to you about police courts and Supreme Courts, etc., and what arbitration means.

This new Court was given a fine new building by Mr. Andrew Carnegie and each nation gave some beautiful thing to put in it or around it. The Court meets only once in a while, when two nations agree to carry a case to it. The first case the

United States and Mexico took to it. At the Hague Court each side chooses two judges and the four choose a fifth. A dozen or more nations have now had cases arbitrated by this court. Bye and bye, there is to be another World court also, in which the judges will regularly come together every year and settle questions by law just as other courts do instead of arbitrating them. Your teacher will explain the difference between these two ways. Then the nations may choose which court to go to.

Besides providing a way to arbitrate quarrels after they had begun, the one hundred men who worked at the Hague that summer of 1899, provided for inquiring into the facts and giving time to "cool off." When Russia and Japan went to war, a Russian fleet went around through the North Sea and fired near twilight upon some English fishing vessels, thinking that they were Japanese torpedo boats. Some of the boats sank and men were instantly killed. At once all England was aflame with anger and there was talk of war against Russia. But France remembered the agreement at the Hague which allowed them to call a halt. It said, "Let us stop and find out the facts first before you fight." So the fleet stopped and the Russians went to Paris and told their story to five admirals who were chosen to examine the matter and the surviving fishermen told their story, and it was found that the Russians had blundered and had not meant to kill anyone. They at once agreed to pay \$300,000 to the widows and orphans.

A little later when the war had be-

come an injury to other nations and ought to be stopped, President Roosevelt remembered that, besides arranging for arbitration and for inquiry about the facts before fighting, the Hague Conference had also decided that when two nations did go to war some other nation might ask them to send delegates to talk the trouble over and see if they could not arrange to stop. So he invited the Russians and Japanese diplomats to meet at Portsmouth, N. H., and to try to stop the terrible war, and they came and their governments agreed to stop fighting. Wasn't that a romantic and wonderful thing to do! To end a war in Asia by signing a treaty in New England!

In six years from the time when people shook their heads and said no one living would ever see a World Court, this very Court was opened and had tried a case, and one war had been prevented and another ended, just because the one hundred men from twenty-six countries had done such good work that summer of 1899. After eight years, in 1907, there was a Second Hague Conference. This time, not twenty-six, but forty-six nations were invited, including all the South Americans; 240 delegates met in a hall 600 years old called "The Hall of the Knights." Just think what a sight it was, almost all the nations of the earth coming together under one roof for the first time in all the world's history! Nothing like it was ever seen before. These men worked together for about four months, and all treated each other very politely, indeed, and went fur-

ther in helping the nations to work together for the peace of the world. About 1915 there will be a Third World Conference and then, later, a thirteenth and thirtieth and so on. The world is getting organized.

One great thing now for all the nations to agree to is never to fight until some fair-minded outsiders have looked into the quarrel and seen just what the facts are and published them all over the world. That lets every one see who is in the wrong, and gives time to cool off and let the trouble be settled peaceably. It would go a long way toward stopping war.

The United States and Great Britain have had no war for about a hundred years. Every time they have had a quarrel they settled it in some peaceable way. This would not have been easy if they had not both agreed after the last war to tear down their forts on the border line of Canada and take away all the battleships from the great lakes. It is a great deal easier not to fight after the things which remind one of war have been removed. This hundred years of peace is one of the most splendid things that ever happened between two great, strong neighbors. The United States was never attacked but began all the foreign wars it ever had and all of these might have been prevented. We have no enemies outside and are the safest nation in the world. All our enemies are at home. They wear no uniforms and carry no guns, but every year *forty times as many people are killed needlessly* as the British, Mexican, Spanish and Filipino soldiers killed in all our foreign

wars. Can you tell who these enemies are?

The intelligent mother and teacher can of course greatly amplify this story, and tell it in installments, making it as graphic and picturesque as possible and linking with it the story of the Christ of the Andes. The great point to emphasize is the new interdependence of nations and that when one suffers all, sooner or later, are sure to suffer. We are in this age in a new sense "members one of another." Every child should learn the Golden Rule and the words of the Latin poet, "I count nothing human foreign to me" and from the nursery be helped to see that he is not first of all an American, but first of all a human being, a citizen of the world, a brother to every other child on earth.

All who wish further information about this or other aspects of the great world movement toward permanent peace may apply for free literature to the World Peace Foundation, 40 Mount Vernon St., Boston, Mass. No parent can properly guide children from the age of ten to eighteen who does not know far more than this slight outline conveys.

SUGGESTIONS FOR DISCUSSION AT MOTHERS' CLUBS

1. Which is better to give children, toy cannon and soldiers, and let them play at killing, or to give them toy fire-engines and aeroplanes, bells and drums which gratify the liking for noise and motion?

2. Are your children learning at school that English children are taught the history of the Revolution

just as our children are and that they honor Washington as we do?

3. What books and pictures for children help them to be friendly with other races and people?

4. Are our local papers helping the peace cause? If not, how can we reach them?

5. Is the 18th of May, Peace Day, observed in our schools? If not, how can we persuade the superintendent of schools to get the proper literature and arrange for it?

6. Do our ministers preach effective peace sermons?

7. Do our husbands know that our government spends two dollars out of every three in the national treasury in paying for past war and in preparing for future war?

8. What books are in our town library that make war attractive and what ones that make it unattractive and expose the fallacies of militarism? Does it have the "Friendship of the Nations," Gulliver, Ginn & Co., Boston, an illustrated book for children; "Pride of War," Jansen, Little and Brown, Boston, a graphic picture of the war in Tripoli; "Swords and Ploughshares" (illustrated), G. P. Putnam's Sons; "The Blood of the Nation," Jordan, World Peace Foundation, 40 Mt. Vernon St., Boston; "The Great Illusion," Norman Angell, G. P. Putnam's Sons, New York City (translated into twenty languages)? If not, how can these be procured for the Library?

The Bravest Battle

By JOAQUIN MILLER

The bravest battle that ever was
fought;

Shall I tell you where and when?
On the maps of the world you will
find it not;

It was fought by the mothers of
men.

Nay, not with cannon or battle shot,
With a sword or braver pen;

Nay, not with eloquent word or
thought,

From mouths of wonderful men.

But deep in a woman's walled-up
heart—

Of woman that would not yield,

But patiently, silently bore her
part—

Lo! there in that battle-field.

No marshaling troop, no bivouac
song;

No banners to gleam and wave;
And oh! these battles they last so
long—

From babyhood to the grave!

Yet, faithful still as a bridge of
stars,

She fights in her walled-up
town—

Fights on and on in the endless
wars,

Then silent, unseen—goes down.

Department of Child Hygiene

HELEN C. PUTNAM, A.B., M.D., Editor

Public Housekeeping Prizes: The Department offers to Mothers' Clubs of the Congress a First Prize, \$100; Second Prize, \$60; Third Prize, \$40. These are to be awarded in order of excellence for studies of the housekeeping in elementary schools, each study being of three buildings. The right is reserved to award no prize if no study shows sufficient merit. The names of the judges will be announced later. The awards will be announced at the International Child-Welfare Congress in April. All MSS. submitted are to be retained by the judges, and any is liable to be used in this Department to supplement the series on this topic of 1909, 1910, 1911-12 (now in book form, "School Janitors, Mothers and Health," furnished through the Washington Office, 906 Loan and Trust Building). Typewritten MSS. must be in the hands of this editor not later than March 1, 1914.

THE PRIZES IN HOUSEKEEPING

ALL enquiries concerning the Public Housekeeping Prizes will be answered in the Magazine in order that every group of workers may have the information. Several replies follow.

1. *Concerning publishing studies:* The names of either mothers' club, buildings studied, or city will not be published as a rule. If mentioned, it will be only on the written consent of those responsible for the study. More is likely to be accomplished with greater accuracy and less friction by omitting such information in the present state of school housekeeping. In the case of exemplary methods, however, it is sometimes helpful to identify the place publicly, with consent as above.

2. *Concerning merit of studies:* "Other things being equal" the study will rank higher which gives details of things as they were before undertaking a method for bettering and after undertaking it. This means that constructive work is the final aim; not mere reporting, and stopping there. It should be remembered that one of the tests of improvements is comparison of daily absences due to illnesses (especially "colds," "sore throats" and the like) before and after. Another may be

teachers' testimony of better conduct and attentiveness, or of progress in studies. It is not our object to benefit the building, but the children.

On the other hand, a really admirable study of things as they are (even if bad) would rank higher than mere opinions or a poor account of "excellence." See the October MAGAZINE for one very effective method for securing facts.

3. *Concerning relative humidity and temperature:* The two should be always reported together because comfort, health and good work depend on their bearing a certain relation to each other. For example, with temperature 60° Fahrenheit and relative humidity from 50 to 70 per cent., people properly clothed will probably feel like working. But with the same temperature, 60°, and relative humidity below 40 per cent., the same people would probably feel too cold for comfort; and if it were 80 or 90 per cent., they would feel the penetrating chill of a foggy day in December. To some extent it is, however, a matter of habituating skin and mucous membranes, with their nerve controls, to certain temperatures, including humidity. But

I am getting in too deep for a paragraph. Fuller explanations and descriptions of methods that have been used are in the *MAGAZINE* for 1910, 1911 and 1912, or in their compilation in the book, "School Janitors," mentioned in the Offer of Prizes.

It should be remembered that reports have shown rooms in the same building often vary greatly, and studying one is not getting the facts for others. Direction of wind, exposure and other various factors make the differences.

4. *Concerning opposition:* Certainly there will be opposition somewhere. The question then will be, which is stronger, mothers' appreciation of their responsibility and duty to the Maker for the safeguarding of children, or—the opposition. Try to secure co-operation instead, as did other women we have written of in previous years; but persist firmly (as well as tactfully).

I am reminded of the story a gentleman told me yesterday. He had been setting up the School House-keeping Travelling Exhibit in a prominent show window of a large city, at the request of the teachers' association of the state. (And it just now occurs to me that mothers' clubs might find this useful to help along their studies by securing popular interest. It is a handsome compact cabinet with pictures and statements about many of these details.) The gentleman noticed an elderly man watching him intently outside the window. After he had walked a few blocks away toward his next engagement he felt a tap on the shoulder, and turned to find the same man. "Say, did you put up that exhibit in the window? Well, it's

all bosh. I know. I've been in the service twenty years, and it's all bosh!" Mothers trying to make these studies may sometimes find that the longer, the "boshier."

In this particular city that morning the teachers' association voted that their executive committee appoint the necessary committee for making a survey of school house-keeping and janitors in the state; and the evening before the board of education of the city, according to the press, aired pretty vigorously the matter of janitor service, making radical changes in methods of appointing janitors, which may or may not improve it. They still use feather dusters, and have high tuberculosis and infant mortality rates, significant of conditions likely to be found.

But let us not blame janitors. Blame parents, than whom no one's interest in their children should be greater or wiser, who are permitting ignorant caretakers to control school environment. In this same city one mother of several children who had brought them up with almost ideally healthful habits, keeping them in excellent condition, found that when the older ones began to go to the public schools — colds and catarrhs and sore throats began, too. She wisely removed them, and has converted a southern exposure in her house into an open-air school, where neighboring mothers, also, are glad to send their children. But for other children of other mothers public schools must be made healthful.

Dr. Mary Sherwood, chairman of the section that has been investigat-

ing midwifery for the American Association for Study and Prevention of Infant Mortality, says: "The midwife is only the ignorant utilizer of the opportunity to turn the laxity of our ideals into a means of livelihood." In a democracy, as this country aspires to be, we cannot blame men and women for whom we do not provide effective education for availing themselves of society's lax ideals to earn their living. It is for us to grasp the fact that to become a great and enduring nation motherhood and childhood—parent-hood in the making—must be cared for by the very best knowledge that science and art have made available. This means, among other things, competent physicians for "the perils of childbirth," and school house-keepers trained for efficiency.

THE successful teacher must love children, even naughty and troublesome children, in fact, I think he or she must love the naughty ones best. He may have to be stern, but he must never be irritated, never lose patience. He must never feel, as I hope a master in a big school did not really feel some forty years ago, when he said to me, "What a jolly place this would be if there were no boys!" Then he must love teaching and not be bored and wearied

5. *Concerning "social centres":* Undoubtedly using school buildings Saturdays, Sundays and evenings greatly complicates sanitary affairs. A group of mothers could render very important service greatly needed by making studies of such schools. The cleaning of certain buildings where evening schools are held is literally a farce. Mothers must help develop new methods for new conditions, as always has to be done. It may be that night squads of cleaners and different methods of ventilating during the night hours to remove odors are the solution. First learn the facts in the school itself. No school is an infallible rule for another.

6. *Concerning instruments:* The teacher of physics, or "science" in the schools, will show how.

by its ever-recurring monotony, but must be interested rather by its ever-changing variety. Only what comes from the heart can reach the heart, and what the best teacher and only the born teacher can impart is enthusiasm. Systems may teach facts, but they can never educate. They will never kindle a love of a subject which shall last a lifetime and be a continual blessing.—J. STODDON.

Recreation for the Country Girl

By HENRY S. CURTIS, Ph.D

(Continued from page 86)

CAMPING OUT

CAMPING out is an experience that every girl and every boy should have. It is one of the movements that is coming in through a number of new organizations and through a new appreciation of its value. The Y. M. C. A., the Y. W. C. A., The Boy Scouts, The Camp Fire Girls, The Settlements, The Institutional Churches and a number of private schools now either have a permanent camp or else camp out in different places each year. In nearly every case the campers are city boys and girls. They have to pay their railroad fares from and to the city, and to purchase all of the equipment and provisions that are needed. The boys and girls in the country have a peculiar advantage in regard to camping. There is usually a place not far away to which they can drive in two or three hours time. All of the implements that are necessary in order to make a camp and establish themselves are at hand. If tents are available the cost of a week's camping out need not be any greater than a week at home.

Country girls need the experience as much or more than city girls. There have been long æons of human history in which our ancestors have gathered around the camp fire at night when they have led lives by the streams and in the forest. The brain has been developed through such experiences, and it responds to them as it can to no others. There are certain sides of our nature that will be undeveloped if we

have not had the camp fire for our teacher. The experience that softens the heart and kindles friendship and the imagination is no less educative than the knowledge that instructs the head. Camping intensifies friendship, and friendship furnishes the motive and the reward of the most of our efforts. It doubles our strength for achievement. It gives us most of the joy of life. It is the riches of the spirit and quite as worthy of effort as wealth or learning. A group that have camped out together for a week will be better friends for the rest of their lives. Camping develops the imagination and tends especially to bring up the memory of pioneer days and experiences. It is a valuable experience for one who has always slept in the house merely to sleep in a tent. The new surroundings call up new thoughts and rouse us to new possibilities. The girl who has never been away from home is apt to be very dependent. Camping is one of the best ways in the world to teach self-reliance. Country life tends to be tame and monotonous, altogether too much so for high-spirited young people. Camping brings in a touch of romance and adventure such as rural life once had, but which it has largely lost.

Perhaps the farm wife needs a vacation more than any other person in the country, yet thus far she has never had one. It is difficult for her to get the time, and the expense of summer resorts seems prohibitive to a class who are accustomed to very

meagre expenditures in money. So far as the farm wife ever has a vacation it is almost invariably in the form of a visit to a relative. A vacation is usually thought to be impossible for her. It is impossible if she thinks it is; but most impossibilities lie in the imagination. There are times when it would be difficult for her to get away, and there are also times after the corn is planted in the spring, after the wheat is harvested and toward the end of August when farm work is not very pressing and when it would be quite possible to leave the house in the care of an older daughter or a hired girl or a neighbor, and for the most of the family to go off for a vacation of a week or two. If the farm wife has camped out as a girl this will be apt to appeal to her. It will not be a life without work, but the work need not be strenuous, and there is the change of scene and the out-of-door life. A mere change of scene often suffices to dispel our worries.

Extensive equipment is not needed. The simpler the furnishings of a tent the more comfortable everybody always is. Every farm home ought to own a tent, as it serves as a play house for the children and aids in many of their dramatic games. It gives an opportunity for the boys at least to sleep out during the warmer parts of the year; and there are almost limitless possibilities in the way of camping, hunting, fishing, picnicking, and inexpensive travel if one has a tent that are scarcely possible without one. A tent is a real safeguard against tuberculosis and a developer of courage, and hardihood and imagination. Beside tents the camping

party will need bedding, cooking utensils, matches, an ax, a toilet set, a change of clothes, hammocks and a few books and games for rainy days. For the sake of courage and peace of mind it will be well to have a gun or two also, and a big dog to guard the camp against mischief and prowlers. Guns will also be useful for target practice, and a dog is often an advantage, as someone may get lost.

A camping party ought always to be a group of friends or at least people who only lack intimacy in order to become so. It would be best that the girls should belong to the same club or Sunday School class or Camp Fire. There ought to be ten or twelve of an average age of not less than fifteen, and some girls of eighteen or so if possible. There should be a chaperone or leader, of course. Here is likely to be the greatest difficulty, as chaperones do not grow on farms. If there is a county Y. W. C. A. or an organization of the Camp Fire Girls or the leader of a girls' Sunday School class who is not too busy, the leaders of these groups would be the natural chaperones of such a camp; but even if these organizations do not exist, it is probable that a diligent search will still reveal available material of some sort in the neighborhood.

It would be well, perhaps necessary, for the girls to bring some of their older brothers or fathers along to help lay out the camp and get things started. A site should be selected with good drainage. It should overlook, if possible, some pleasant body of water where there will be an opportunity for swimming, fishing, and boating. It should

be located in the woods for the shade and for the sake of the fire wood. It should be on high ground away from any swamp or marsh so as to avoid the mosquitoes. It should be near a spring or some other source of good drinking water. It is well to pitch the three or four tents that are needed around a hollow square or in a semi-circle, so as to have the camp fires in the centre at night. It adds to the charm if the fire shines up on the branches and trunks of great forest trees. If it is in the land of the hemlock and balsam, the best bed in the world can be made of the smaller branches or one can make a real spring mattress by laying light saplings across logs and putting the boughs on top of them. There should be about four girls to a tent.

The days may well be spent in swimming, rowing, games and making collections of flowers, etc. But the nights ought to be the most attractive times in camp. It is then that the camp fire draws its circle together and experiences are related and plans made for the morrow: It is the time for confidences and songs and stories. Sometime during the encampment, it would be well for the girls to give a party and invite their friends. Such a camp in prospect and in memory will keep a long time before and after from being dull.

A CORN ROAST

In some places something more exciting than a corn roast can doubtless be planned for the early autumn but it may be made the occasion anywhere for a picnic, a boat trip, pleasant ride or gallop to some neighboring lake or stream. The corn roast might be either an afternoon or an

evening occasion, according to the desire of the company. Probably in most cases it will be more attractive to make the roast a feature of an afternoon picnic. In that case it is well to put the supper pretty late, so as to get the effects of the campfire while roasting the corn. There is nothing unusual or wonderful about it, but it makes a good social occasion for the late summer or the early fall.

THE SOCIAL CENTRE

In order to carry out the social program that has been outlined thus far, it is necessary that there should be some organization of the social life. This cannot well take place without there is some common meeting ground or social centre, for the reason that the young people as a whole in country communities now meet together so seldom that organization becomes practically impossible. It is necessary either that there shall be some place where the young people can meet together at certain times or there must be an organizer in the community of more than usual ability. This social centre may be a rural or village church, it may be a consolidated school or it may be a grange hall or a recreation centre building, but some place is needed. At the social centre there should be some section if possible that is especially reserved for the young people or at any rate some opportunity for them to get together by themselves occasionally, though they should also meet at times with the others. This would make possible the organization of clubs, camps, athletic contests, camp fires or any other sort of group that seemed desirable.

The Importance of Good Manners

A REVIVAL of the old spirit of reverence for their elders should be made a part of the home and school training of children. It is a self-evident fact that unless children respect their superiors it is not possible to enforce the discipline necessary for the forming of their characters.

As children learn more from example than from precept, one of the best of inspirations is admiration of men and women of achievement—not the merely worldly achievement of money-making, or the winning of social success, but that *real* achievement, *the highest of all*, which contributes to the welfare of one's fellow-men.

The best way to develop this inspiration is to make children familiar with the lives of men and women who have rendered notable service to their fellow-men, and to teach them to regard with contempt those men who have devoted their opportunities only to money-making and to the enjoyment of a selfish life.

Another thing that I would impress upon the mothers of the day is the importance of *good manners*. Many children have the impression that politeness to their superiors is opposed to that spirit of liberty and of equality which is characteristic of our democracy.

Children should be *taught* to discriminate between politeness and subservience.

One of the best assets a young man can have when he goes out in the world to seek a position is "*good address*." Many young men receive their first employment *because* of the favorable impression they make when they apply for work.

The teaching of good manners should certainly be a part of the curriculum of our schools, but, of course, it is far better to start this important teaching at home.

We mothers are the torch bearers and ours is the hand which keeps a light in the hearts of our children, the sacred fires of reverence, and *that love* which has its expression in kind forbearance and mutual courtesy.

It is a *great* thing to be a woman; a sublime privilege to be a mother.

MRS. JOHN HAYS HAMMOND.

The Time to Begin

By MARION EVERETT HAYN

A FRIEND recently called upon me; and, during the afternoon, complained how hard life was for her.

"Why," I said to her, "you own your own home; your husband makes a fairly good living and, even though you keep no maid, your children are now old enough to help you with the housework!"

The woman's face grew red.

"That's just the trouble!" she admitted. "Tom's fourteen and Mary's twelve, but neither ever wants to do a single thing to help!"

It was impossible for me to find words of encouragement for her. Years before, when her boy was about seven and her girl several years younger, they were our immediate neighbors. Many times I had prophesied the very thing she was now complaining so bitterly about. At that time, as soon as the children had finished their breakfast, though their mother kept no maid, they were off to play on the street. They were never taught, nor were they expected to do anything whatever about the house.

"But what can small children do?" I hear you exclaim. What can they do? An incredible number of things! and do them well, too! For instance—I speak from experience—they can pick up their own clothes and put them away; they can dust, make beds fairly well, put their play room in order, answer the doorbell, sweep down the stairs, clean the bath tub, wash and wipe dishes and set a table.

Had Tom and Mary been taught

from babyhood to do these things, they would have enjoyed staying at home, instead of living on the streets.

"I never had to work when I was a girl," the mother of these children went on. "My father had plenty of money; and my mother kept help; so I didn't want my children to be drudges. But now I see my mistake, for my mother taught me to work, even though I didn't have to do it; and I have thanked her for it many times."

"Didn't you ever teach Mary to wash dishes?" I asked in astonishment, trying to forget the facts I already knew.

"Yes! when she was nine years old, one morning as punishment, I compelled her to wash the breakfast dishes!"

At nine years, as a punishment, she had tried to instill in her daughter's mind the very thing every housewife must do at times, unless she is very wealthy!

The boy had always been delicate, and so had never been expected to do anything about the house or garden. His mother, with downcast eyes, confided to me that he would now sit by on the steps and watch her beat a heavy hall runner, without offering to do the work or even give the slightest assistance. Nor was this all.

"Because I have done the work in the past, without their assistance, they seem to expect it of me now. Mary will go up to bed without even a comment, when she knows I must sit up until midnight to finish a dress

for her to wear to a party the next evening."

"Perhaps," I encouraged, "the children will become more thoughtful as they grow older."

But she shook her head. "No!" she said, sadly, "their unconcern has caused me many a sleepless night. One of my neighbors has a son who is just like my Tom. He never liked to work; but his mother thought he would grow more industrious as he grew older; he is just a common loafer now!"

The time to teach a child is when he is young. Give him something to think about. Keep him busy, constantly. And when he gets to be Tom's age, he will be accustomed to

doing things; he will never have time to sit by and watch others work.

He will be so thoroughly imbued with the fact that the workers are those who succeed in life, that he will not only not care to be idle, but will positively be ashamed to be so.

The more knowledge a child acquires when he is young, the happier he will be; but if the latent ability is not appealed to by the time a boy is fourteen, he is to be pitied and his parents censured.

A parent who does not teach his child the things that go to make up a good citizen, beginning the training at the earliest possible age, is committing a crime against the child, the state and himself.

Cost of Crime

The people of the United States pay out each year for police, courts and prisons, the small sum of \$200,000,000. In addition to this the destruction of property, plunder, etc., by our more than 250,000 criminals amounts to another small sum of \$400,000,000. This means a total of \$600,000,000 a year we spend on crime, each criminal costing us on an average of \$1,600.

Public education costs us \$350,000,000 a year. Our wheat crop is valued at about \$600,000,000 and the cotton crop about the same. Did you ever stop to think that crime costs us as much as our entire cot-

ton or wheat crop is worth and that it doubles the cost for education. Figures do not mean much, but comparisons set us to thinking.

Dollars do not mean much when compared with the poverty stricken homes, the uneducated, heart aches and the lost ambitions.

We should set about to shut off the supply of criminals. We can do it by making our own homes more efficient, by helping our neighbors and by legislating against the saloon and the public brothel. Let us put good, clean men in office and stand by them in a propaganda for public decency.—J. A. D.

The Need of Kindergartens in the South

By HON. P. P. CLAXTON
U. S. Commissioner of Education

EXTRACTS FROM ADDRESS

"One other cause of need I would not forget: the millions of children of the dusky race whose home is among us. The education of a race from a lower to a higher stage of life is no easy task, to be completed in a few years or decades; but the thing we call the 'race problem' is ours by inheritance, and it must ever remain our first question until it is solved with the only possible solution—the education of the negro to industry, thrift, morality, and good citizenship.

"Those who know the negro best know that he does respond to the influences of right education. If his education is to have this transforming influence, should it not be begun in early childhood? And what type of school is better fitted for this purpose than the kindergarten? Who are better prepared for it than our southern women, who understand the problem better than any others can? A heavy burden, you will say; but a very large portion of the 'white man's burden' must be borne by us in the South, and the only release from it must come through giving the colored man the power to walk alone, and, perchance, to bear some part of the common burden. The little negro is at least imitative. Which school will most probably lead him in the paths in which he should walk—for his good and ours—the school of idleness on the streets, among the dirt and filth of

the negro quarters of our towns and cities, or the kindergarten with a woman of culture and consecration as a teacher?

"'But the kindergarten costs money,' I think I hear some one say: 'We cannot afford it.' We *can* afford it, and all other education facilities necessary for the full education of our people. Cannot a brave and noble people, industrious and economical, make from the right use of their fertile fields, broad forests, rich mines, and the hundreds of singing waterfalls of this vast empire, won for us by our fathers, the few millions necessary to fit our children for all that is best in life? We *must* do it; it is our first duty to our children, for whom alone we live, and in and through whom we must live after we are dead. The wealth we have is theirs—beyond that which we must consume in the needs of our daily life. Sooner or later we must leave it to them; we are only their stewards and guardians. Shall we invest their money for them in bonds or brains, in lands or life? Shall we leave them money, or skill to produce money and more than money?

"When we have done our full duty by providing for our children kindergartens and schools of all grades and kinds, when the forgotten child is remembered and the 'last waif' has been housed and redeemed, then shall we enter fully into our rightful heritage, and

wealth and honor and power shall be ours beyond what we can now comprehend."

The National Kindergarten Association will support two colored demonstration kindergartens in the South. The money has been con-

tributed by members of the Board as memorials. Both colored and white kindergartens are needed. The estimated annual cost is \$800 for a colored kindergarten with one teacher, and \$1700 for white kindergartens with two teachers.

Empress of Germany Combats Infant Mortality

THREE years ago the German Empress established an institution for combating infant mortality. It is called the Kaiserin Auguste Victoria House and is located in Berlin.

Dr. Stafford McLean, of New York, who has been associated with the school for mothers thus describes it:

"The school, as conducted at the Kaiserin Auguste Victoria Haus, is a unique departure in the fight against infant mortality. It can, even at this early date, be called a success. The courses are given four times a year—Spring, Summer, Autumn, and Winter—the last six weeks of which are divided into practical and theoretical work, the latter consisting of lectures whose object is to bring the mother into closer touch with the essentials of maternity.

"She is taught, first of all, how to care for the infant intelligently, without the aid of a physician or nurse, and to understand why

mother's milk is the only infant food. She is also taught to understand why the mother should and how she can nurse her child.

"The practical side of the instruction consists in a series of demonstrations — (1) with normally healthy children, (2) with nursing mothers, (3) of the way a child should be nursed, (4) of bathing infants, by which young women receive actual opportunities for bathing and dressing infants during the demonstrations, (5) of how the nursing bottle should be given, (6) of how milk should be prepared and kept sterilized, how bottles should be cared for, etc.

"The course has been limited to seventy-five members, although a much greater number applied for membership. The fees are nominal. The members are mostly young married women, many of them well along toward motherhood, as well as a number of young girls and a few older women, all of whom are extremely attentive and most enthusiastic."

Program for Parent-Teacher Associations for December

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of highest value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

FIRST TOPIC (To be read by one member).

HOW TO TEACH CHILDREN THE PEACE STORY, Lucia Ames Read.

THE TIME TO BEGIN, Marion Everett Hayn.

THE PRIZES IN HOUSEKEEPING, Dr. Helen C. Putnam.

SECOND TOPIC (To be assigned to another member).

WHAT OTHER PARENTS' ASSOCIATIONS ARE DOING.

Information culled from State News.

THIRD TOPIC (To be assigned to third member).

CURRENT NEWS OF WORK FOR CHILD-WELFARE, gleaned from all sources, both local and international.

The National Congress of Mothers and Parent-Teacher Associations also offers a series of Loan Papers for program use. They are type-written. Each series may be kept for the season. The cost is \$2.00. The papers may be assigned to a different member of the association for each meeting. They have been selected to meet the needs of parents and teachers in dealing with problems of child life at different stages of its development. Send to National Congress of Mothers and Parent-Teacher Associations, 906 Loan and Trust Building, Washington, D. C.

THIRD INTERNATIONAL CONGRESS

ON THE

WELFARE OF THE CHILD

WASHINGTON, D. C., APRIL 22-27, 1914

Under the Auspices of

THE NATIONAL CONGRESS OF MOTHERS

AND

PARENT-TEACHER ASSOCIATIONS

HEADQUARTERS, "THE RALEIGH"

RULES GOVERNING MEMBERSHIP

Mothers' Circles and Parent-Teacher Associations pay per capita dues of ten cents. The representation for such associations is the president and one representative for fifty members, and one representative additional for each hundred members thereafter. Other organizations approved by the Congress may affiliate by payment of three dollars a year for clubs of less than a hundred members, or five dollars a year for those having over a hundred members. Such organizations are entitled to send one delegate to the Congress.

Associate members pay three dollars. They are entitled to reserved seats and to the privileges of the floor upon all subjects except those of the administration of the Congress.

Governors' and Mayors' delegates will have reserved seats, participate in discussion of the questions of child-welfare to be considered at the Congress, and vote on the measures for child-welfare recommended by the Congress.

National delegates, appointed by other nations, will have an entire day given to their reports of child-welfare in their home country. They will have reserved seats and participate in discussion and vote on measures for child-welfare that may be recommended for adoption.

GENERAL TOPICS

THE HOME AND CHILD WELFARE	THE SCHOOL AND CHILD WELFARE
THE CHURCH AND CHILD WELFARE	THE STATE AND CHILD WELFARE

The National Congress of Mothers and Parent-Teacher Associations of the United States has been studying the needs of childhood for the past 16 years, and through its local circles and annual conferences has endeavored to unify the best thought of the world on the measures to be adopted to secure the highest physical, mental and moral development of children.

With the purpose of stimulating world-wide interest in these subjects, two International Congresses have been held and other nations inspired.

The third International Child-Welfare Conference promises even greater instruction. Much that was planned at the first conference has since been accomplished.

Aims and Purposes of National Congress of Mothers

To raise the standards of home life. To develop wiser, better-trained parenthood.

To give young people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform the duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may co-operate intelligently in the education of the child.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of lawbreakers and criminals.

To carry the mother-love and mother-thought into all that concerns or touches childhood in Home, School, Church, State or Legislation.

To interest men and women to co-operate in the work for purer, truer homes, in the belief that to accomplish the best results, men and women must work together.

To secure such legislation as will ensure that children of tender years may not be tried in ordinary courts, but that each town shall establish juvenile courts and special officers, whose business it shall be to look out for that care which will rescue, instead of confirm the child in evil ways.

To work for such probationary care in individual homes rather than institutions.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for correction and reform.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman who is interested in the aims of the Congress is cordially invited to become a member and aid in the organized effort for a higher, nobler national life, which can only be attained through the individual homes.

EDUCATIONAL COMMITTEE

Dr. M. V. O'SHEA, Madison, Wis.
Mrs. ORVILLE T. BRIGHT, 6515 Harvard Ave.,
Chicago, Ill., Vice-Chairman.
Miss GERTRUDE VAN HOESSEN, Chicago University.
Prof. A. CASWELL ELLIS, Houston, Texas.
Prof. WM. A. McKEEVER, Manhattan, Kansas.
President H. L. WHITFIELD, Columbus, Miss.
President E. A. FAIRCHILD, Durham, N. H.

Miss NAOMI NORWORTHY, Columbia University.
President ANNA J. McKEAG, Wilson College, Penna.
Prof. CHARLES McMURRAY, DeKalb, Ill.
Dr. ROBERT N. WILLSON, Philadelphia, Pa.
Mrs. MARY D. BRADFORD, Kenosha, Wisconsin.
Prof. EDWARD ST. JOHN, Hartford, Conn.
Prof. E. A. KIRKPATRICK, Fitchburg, Mass.

State News

IMPORTANT NOTICE

News items from the States must be in the hands of the editorial board by the tenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks the attention of every press chairman to the necessity of complying with this rule.

ARIZONA

The Arizona Congress of Mothers has just held a Child-Welfare Exhibit at the State Fair. It has advertised the work and will doubtless lead to extension. Mrs. J. N. Porter, Vice-President National Congress of Mothers, has visited Phoenix and addressed the Parent-Teacher Associations of Phoenix.

CALIFORNIA

SPECIAL FEATURES

MRS. J. N. ROWELL, STATE PRESIDENT, ADDRESSES SCHOOL SUPERINTENDENTS OF CALIFORNIA AT SHASTA.
U. S. DEPARTMENT OF AGRICULTURE SENDS LECTURER TO CALIFORNIA.

MRS. J. N. PORTER, VICE-PRESIDENT NATIONAL CONGRESS OF MOTHERS, VISITS CALIFORNIA.

MANY HELPFUL AGENCIES SUPPORTED BY CALIFORNIA CONGRESS. THE CALIFORNIA CONGRESS OF MOTHERS HAVE PLANS TO MATERIALLY INCREASE THEIR STRENGTH, ESPECIALLY IN THE NORTHERN PART OF THE STATE.

The University Extension Society have offered a course of fifteen lectures on "The Proper Food for Children" for \$5.

Mrs. H. N. Rowell, President of the California Congress, addressed the Convention of School Superintendents at Shasta, on The Aims and Purposes of the Congress of Mothers.

Mr. Logan Waller Page, of U. S. Depart-

ment of Good Roads, is sending Miss Katherine Fenton to California to lecture on Good Roads. It will be a great opportunity for all California cities to secure her for an address. Requests should be sent to Mr. Page at Washington, D. C.

Mrs. J. N. Porter, of Texas, Vice-President of National Congress of Mothers, has visited California this autumn. The Los Angeles Parent-Teacher Associations gave a luncheon in her honor at which there were 100 presidents present, representing 8000 members. Mrs. Porter visited their Day Nurseries, Penny Kitchens, Free Clinics, Model Homes, Maternity Hospital and Baby Hospital, all either wholly or partially supported by the Congress of Mothers.

Mrs. J. N. Porter is now in Phoenix and has spoken to the Parents' Associations there. She will visit Oklahoma in the interest of the Congress.

COLORADO

FEATURES OF COLORADO ANNUAL CHILD-WELFARE CONFERENCE

MRS. MARY C. BRADFORD, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, STATES THAT "THE MOTHERS' CONGRESS IS A MOST POTENT FACTOR IN THE DEVELOPMENT OF THE CHILD, UNITING AS IT DOES THE HOME AND SCHOOL INFLUENCES."

A CHILD-WELFARE EXHIBIT INCLUDING HOME-MADE TOYS AND ARTICLES FOR BETTER HOUSEKEEPING, PROVISION OF HOME MAKING AND CHILD STUDY COURSE FOR HIGH SCHOOL GIRLS OF DENVER GIVEN BY THE DENVER CONGRESS OF MOTHERS.

A COURSE FOR MOTHERS ON "THE RESPONSIBILITIES OF MOTHERHOOD" GIVEN TO DENVER MOTHERS. EXTENSION OF PARENTS' ASSOCIATIONS BY THE WORK OF THE PRESIDENT.

PARENT-TEACHER ASSOCIATION BENEFIT TO FOREIGN MOTHERS REPORTED BY TEACHERS.

Many new parents' and teachers' circles have been formed throughout the state during the last month by Mrs. Fred Dick, President of the Colorado branch. Her tour of organization was a great success and everywhere she met with welcome and co-operation. Mrs. Dick's enthusiasm in the cause, reflects itself in her labors and her very name stands for active, modern motherhood wherever it is mentioned in the State.

The State Convention, held at Pueblo, the 22d to 25th, inclusive, was a glorious reunion. Pueblo opened wide its doors and gave the State Mothers a cordial reception. Especially marked was the hospitality from the educators and superintendents of schools. In fact, the convention will be an epoch in the history of Colorado, educationally.

Mrs. F. A. Wells, President of the Pueblo District, gave the address of wel-

come, to which responses were made by Mrs. Warwick Downing, President of the Denver District, and State President, Mrs. Fred Dick. Speeches of welcome were given by Prof. Keating, Prof. Slulz, Superintendents of Education.

The Hygiene Committee, of which Dr. Jeannette Bolles is chairman, reported lectures on sanitation given in schools throughout the state and pamphlets circulated on health subjects. She said:

"In connection with the work of the Denver district during the past year your chairman has addressed 36 circles upon health topics. We have issued four series of leaflets under the heading of Health Hints, entitled: 1.—The Essentials. 2.—Food for Adults. 3.—Lunches for School Children. 4.—Elimination. Also a small pamphlet on Teaching of Sex Hygiene.

"By bringing the influence of this organization to bear upon the health department of the city of Denver, a ruling of that department was changed. Before that a permit was required for a child to return to school after being absent three days for any cause. This worked great hardships to the mothers, as mother and child both were obliged to go to city hall for the permit.

"The new ruling applies now only in case of contagious diseases. As an outcome of the work of your committee a course of lectures has been arranged for the mothers by Mrs. Anna G. Noble, the outline of which follows:

"For the coming year your chairman recommends that each mother's circle throughout the state appoint a hygiene committee with a chairman whose duty it shall be to look well to the ways, not only of her own household, but to the ways of housekeeping in her own schools, for mothers are the housekeepers, and they shirk their duty when they turn over any part of it to officials who provide conditions for children such as no good housekeeper would tolerate in her own home. Hence in importance of women upon school boards this committee should inform themselves upon the conditions existing in the rooms where their children of the community must remain for five hours each day. They should look into the temperature, the ventilation, the dustiness, the cleanliness, the screening of the windows and any other general suggestions that might occur to a thorough-going practical housekeeper.

"Such an oversight will be a practical step in reducing the so-called school diseases. I wish to call attention to prizes offered by the national department of child hygiene called public housekeeping prizes."

Attention was called to the housekeeping prizes offered in CHILD-WELFARE MAGAZINE.

Miss Laura Taylor, principal of the Riverside school of the north side where so many of the foreigners attend, gave one

of the most interesting papers. Everything she said "hit home" from the viewpoint of the school and home co-operation. She stated of what great good the school had received from the Mothers' Congress and of the tiny number of foreign women in her school district who kept up their branch of the congress, many of them hardly able to speak English, but they attended the session of the congress.

At the close of the session the delegates and ladies were taken to the Minnequa Country Club where they enjoyed the luncheon.

ELABORATE LUNCHEON

Bright hued autumn leaves, handsome cut glass and silver, huge bouquets of shaggy chrysanthemums together with the many beautiful gowns worn by the ladies, made the luncheon at the Minnequa Country Club, for the visiting members of the Mothers' Congress the gayest and most delightful social event of the entire conference. Mrs. Herbert A. Black presided as hostess. Covers were laid for nearly 320 guests. Mrs. Frank A. Wells, city president of the Pueblo conferences, and Mrs. W. M. Downing, of Denver, president of the Denver Mothers' Congresses, with Mrs. Fred Dick, of Denver, state president of the Colorado State Mothers' Congress, occupied places of honor at the luncheon.

Every mother of this city who has taken part in the great work of the Mothers' Congress was present and the lovely two-course luncheon was most delightful from every point.

Directly after the luncheon Dr. Richard W. Corwin gave his address on "Eugenics" which was illustrated with charts and maps. This is the first time that Dr. Corwin has delivered this lecture here in Pueblo and it was greatly enjoyed. Dr. Corwin afterwards invited the ladies to visit the Minnequa hospital and his residence at "Casa Vivienda."

The folk dancing by the seventh and eighth grades of Minnequa school of the south side, was one of the real delightful features of the program. The children of the eighth grade under the direction of Miss Alice Richey, danced the electric polka and the children of the seventh grade in charge of Miss Jessie Donahue, gave the schottische from Italian. This gave the visitors some idea of the folk dancing as taught in the public schools of the city.

Dr. L. W. Cole, of Boulder, gave the principal address of the evening's program on "Euthenics," and gave many facts regarding the child development, some improvements which could be made by parents and teachers, and more to be made by the awakened public conscience such as the Mothers' Congress represents.

Miss Josephine Roach, former Inspector of Amusements, of Denver, gave her personal experiences and opinion on "Con-

serving the Play Instinct of Children," bringing in many statistics to show its value in prevention of delinquency.

Mrs. Mary C. Bradford, State Superintendent of Public Instruction, was emphatic in her statement that the Mothers' Congress is a most potent factor in the development of the child, uniting as it does, the home and school influences.

Special features of interest were the Montessori and school art and the Child-Welfare exhibits. The last mentioned included home-made toys and all articles for bettering housekeeping or sanitation.

The first prize for home-made toys was won by a little Italian boy, who made a perfect miniature truck-wagon from scraps of steel found near the steel works. The second prize was awarded to a little brother and sister of foreign parentage. It was a millinery shop built by the boy and peopled with dolls dressed by the girl, all hats made and trimmed by her.

It is impossible in this limited space to tell of each separate social entertainment. Suffice it to say that the convention will long be a memory and an inspiration to the delegates.

INDIANA

The Mothers' Congress and Parent-Teacher Associations of which Mrs. Frederic Hoke, of Indianapolis, is president, convened at Fort Wayne November 13-15, with headquarters at the Hotel Anthony. The programme was prepared by a committee of which Mrs. C. C. Brown, of Indianapolis, was chairman.

Mrs. Brown has again taken up active work in the Congress after a year's rest and it is with a great deal of pleasure that she is welcomed to the work again. Her executive ability and readiness to work make her a valuable acquisition to the organization.

The program was unusually good, many of the speakers attending later the convention of the Children's Bureau of Indiana, at Gary. The program was as follows: Thursday afternoon, visiting schools and such institutions as suggested by Fort Wayne Clubs; Thursday evening, topics for program were: Public health and sanitary conditions, the relation of good roads to social and intellectual life. Friday afternoon was in charge of the citizens of Fort Wayne. An account of what the State is doing and proposing to do, through its endowed institutions, for the home; what use is to be made of the money set aside by taxpayers for education in the university, the agricultural college, the public school system, and the new vocational training, were subjects for Friday evening. The ideals and accomplishments of parent-teacher associations from the teacher's viewpoint; community ideals and efficiency were topics for Saturday.

Mrs. C. C. Brown, in speaking of the

program, said: "The central idea of the program is that of the relation to the home of the various institutions which have grown up in our commonwealth, as aids in the care and education of children, the welfare of all children being the primary object of the Congress of Mothers. Greatest of these institutions is the school, hence anything which concerns the physical and moral conditions there, as well as the intellectual standards, is of importance, second in rank only to corresponding conditions in the home.

"We realize more and more the solidarity of life, especially of life in America, with its ideals of freedom and equality of opportunity. It is clear that one plague spot, physical or moral in a community; one child with a starved life, physical, mental or moral, is a menace to all, and in common with other forces in a great world movement we seek to better conditions.

"In order not to be working in the dark, or to be duplicating unnecessarily the work of others, we are informing ourselves of actual conditions, for and against, and also of the aids which national and state governments are now offering for the welfare of all children. The programs of the congress are intended to illustrate the aims, the needs of all communities alike."

The Mothers' Congress, which was organized a year ago last June, has had a wonderful growth and new associations are constantly being organized. More than two hundred delegates were in attendance at the convention.

ILLINOIS

The first conference of the year was held on October 29th at the Summer School in Chicago. A second will take place on December 5th, at the Lake View High School, and plans are already under way for a third to be held in Maywood—probably in January. At least two others will follow "down state" later in the year and the annual meeting which will also take place in one of the smaller cities of the state will be held in May.

These conferences are designed to "Spread the Gospel" of Congress work, enlarge our acquaintance and add to the number of our friends and co-workers; at least four are held each year. They consist usually of two sessions, held in church or school or hall, whichever is the most convenient and accustomed gathering place of the community. A somewhat informal afternoon program in which the work of the Congress and especially the purpose and value of Parent-Teacher Associations may be presented and discussed is followed by a simple supper served at some near-by church or perhaps by the Domestic Science Class of a School at twenty-five or thirty-five cents a plate.

For the evening program a single good speaker is secured to present some topic connected with Congress work which happens also to be of special interest to the community and discussion follows. All such expenses of the Conference as printing, postage, speaker, etc., are paid by the Congress but those which come under the head of hospitality are extended by the community.

On Saturday December 6th a Delegates Luncheon will be held at the Hotel Sherman, Chicago. These luncheons have become an annual event and offer a means of closer acquaintance as well as great pleasure.

The first of the three yearly meetings of the Council of Parent-Teacher Associations, of Chicago and vicinity, will occur on Tuesday, November 25th, at the rooms of the Board of Education: "What Is and What Is Not Within the Province of the Parent-Teacher Association," will be the general subject for discussion; as a sub-topic the social life of the school will be discussed by the newly appointed High School Deans of Girls.

Our Parent-Teacher Section of the Illinois State Teachers' Association has Mrs. Wm. B. Owen as chairman this year. The meeting will be held at Springfield, in December.

MASSACHUSETTS

SPECIAL FEATURES

CO-OPERATION OF STATE ORGANIZATIONS WITH MOTHERS' CONGRESS.

SEVEN PARENT-TEACHER ORGANIZATIONS ORGANIZED ON CAPE COD.

STATE CONVENTION AT GLOUCESTER.

SCHOOLS CLOSED; THE CITY HALL GIVEN FOR THE CONVENTION.

The State convention held in Gloucester in October has distributed its abounding enthusiasm throughout the whole state.

The schools were closed; the city decorated with flags; the city hall, the largest audience room in the city, was filled although a sea fog and rain made the weather disagreeable.

The keynote of the convention was given by our National President, Mrs. Schoff, whose address "Our Country's Call to the Homes of America" was a ringing challenge to parents and educators to prevent wayward boys and girls from becoming criminals.

The Massachusetts Superintendents of Schools expressed their appreciation of the practical work of the National Parent-Teacher Associations in their various localities, and throughout the state the co-operation of various organizations is beginning to be felt as an increasing factor for greater attainment and higher ideals. The Daughters of the American Revolution voiced their sympathy and readiness to help when Mrs. George O. Jenkins, the

State Regent, gave us her cordial greeting and assurance of assistance in inculcating the spirit of loyalty through the channel of our Parent-Teacher Associations. The National Industrial Education Association sent its assistant secretary, Miss Cleo Murtland, to tell us about Trade Schools. The President of the Women's Educational and Industrial Union, Mrs. Mary Schenck Woolman, brought us an important message about the training and opportunities of girls. The Woman's Christian Temperance Union showed us the rational method of teaching Temperance, with the Superintendent of Scientific Temperance Instruction in Public Schools, Mrs. Etta M. G. Luce, as speaker. The National Kindergarten Association was ably represented by Miss Lucy Wheelock, the President of the Wheelock Kindergarten School of Boston. And the State Presidents of our National Congress from all the New England states either brought or sent greetings.

Co-operation and co-ordination of the various societies was especially emphasized by the presence and greeting of Mrs. John Hays Hammond, of Washington, who had been instrumental in the forming of a Central Committee of the various National Philanthropic, Educational and Charitable organizations.

The National First Vice-President, Mrs. D. O. Mears, presented the work of the Child-Welfare Campaign and told of the great need of financial aid to carry on the increasing demands for organizers, secretaries, etc.

Since the Convention there have been numerous associations formed and many are now in process of formation, including seven on the Cape from Yarmouthport to Provincetown.

A new movement is being inaugurated to assist the churches and Sunday schools. Clubs, Societies or Classes, all belonging to the National Congress are to be organized in connection with the churches and a new series of lessons, especially dealing with parental training, is being prepared. The ministers welcome this new avenue for reaching the families in the neighborhood of their churches, as anyone can become a member whether he or she belongs to the church or not. The questions to be discussed, and the opportunity for Child Study will be a new departure from the regular Sunday-school methods.

MISSOURI

SPECIAL FEATURES

ENDORSEMENT OF THE PARENT-TEACHER ASSOCIATIONS BY THE STATE TEACHERS' ASSOCIATION OF MISSOURI.

REQUESTS FROM SUPERINTENDENTS FOR THE CONGRESS TO ORGANIZE IN SCHOOLS.

THE PARENT-TEACHER ASSOCIATION OF CLAYTON GIVES MOVING PICTURE SHOWS.

At the annual meeting of the State Teachers Association held in the Coliseum, in St. Louis, November 6 to 8, between 5000 and 6000 teachers were present. These prominent educators paid tribute to the Missouri Mothers' Congress by making a place on their program for the presentation of the aims of the Congress.

Dr. George Mangold, president of the St. Louis School of Social Economy and an instructor in Washington University, stated that there should be some system whereby the home and the school, the two important factors in the life of a child, should be brought closer together.

W. P. Evans, president of the State Teachers Association, then introduced the speaker for the Mothers' Congress, Mrs. Wm. A. Blodgett, and heartily endorsed the work of the Mothers' Congress.

Mrs. Blodgett pleaded for organization of Mothers' Circles or Parent-Teacher Associations in every school in the State, where mothers, fathers and teachers would meet regularly to discuss and to solve the child-problems with which they come in contact daily.

Mr. D. D. Cammack, Superintendent of Schools of Kansas City, is greatly impressed with the work of the Parent-Teacher Associations and is anxious that all schools in Kansas City organize these associations as soon as it is possible.

It is his opinion that the unity of purpose of the Mothers' Congress and the monthly teachers meetings will tend to make both more interesting and more profitable.

Mr. H. C. Richmond, Principal of the Greenwood School of Kansas City, considers this movement one of vast importance.

Springfield has a Mothers' Club or a Parent-Teacher Association in almost every ward school in the city, all of them striving to benefit the children.

They have agitated Medical Inspection of schools. The school board has now promised to furnish a visiting nurse and in this way they hope to prevent the spread of contagious diseases.

The teachers attend all of the meetings and co-operate in every way they can.

The Mothers' Circle of Clayton have recently given an entertainment for the mothers, teachers and children of Clayton. The children of the primary grades gave exhibition folk dances and drills, Miss Bowman, of the St. Louis Public Library, entertained with stories of "The Water of Life" and "The Snow Queen."

A library was given to the County Court for the benefit of the Juvenile Department. A branch library for Clayton will be secured.

This same busy little circle of mothers, determined to provide healthful and clean amusement for their children, have inaugurated a plan—whereby they will give a

series of moving picture shows—one each month—not for mercenary purposes—but to be perfectly sure of the kind of shows their children see. The first attempt of the Circle to give an evening's entertainment clearly proved that their little city is eager to endorse a good show—as the seating capacity of the Assembly Hall was taxed to accommodate the large audience of young and old who came to attend the picture show under the direction of the Mothers' Circle.

NEW YORK

SPECIAL FEATURES OF ANNUAL CONVENTION

UNANIMOUS PLEDGE TO WORK FOR PREVENTION OF INFANT MORTALITY; PREVENTION OF JUVENILE CRIME; CIVIC BETTERMENT. PRACTICAL WORK FOR DEVELOPMENT OF MUSICAL TASTE IN SCHOOL CHILDREN. SENSIBLE DRESS FOR SCHOOL CHILDREN. EMPLOYMENT OF ORGANIZER FOR EXTENSION OF PARENT-TEACHER ASSOCIATIONS AND MOTHERS' CIRCLES.

The Mothers' Assembly held in Auburn, October 14-17, was a most profitable and delightful occasion. Only words of appreciation and satisfaction were heard throughout the four days of the convention, and the visitors left Auburn loud in praise of its beauty, its hospitality, the convenience and comfort of the women's Union where meetings were held, the fine program enjoyed, and the excellent work being done by the Parent-Teachers Association of Auburn. At the opening meeting, a unique educational address on "Music in the Public Schools," by the Honorable Thomas Mott Osborne.

Mr. Osborne started out to raise the standard of music in the schools of Auburn. He has used only the classical and made no concession to popular airs. Himself, a pianist of great ability, he associated with himself in this work Mr. Peter Kurtz, an excellent violinist. Last winter a series of musicals were given in one of the grade schools of Auburn that were a great success. On this evening Mr. Osborne showed his audience just how the children were trained to appreciate classical music. He began with the statements that "The art of music is pre-eminently *the* art of our time. The importance of this art has been ignored. We need a great body of music lovers to educate our youth into an appreciation of good music."

Mr. Osborne first explained to the children the meaning of the elements of music: rhythm, melody and harmony; rhythm as evinced in the dance; melody as evinced in the song, and harmony, as shown in the construction of compositions. Taking such a selection as Beethoven's Minuet in G, he explained to the children just what the composer had in mind, and what he wished to express in music. Then

the selection was played by Mr. Osborne at the piano and Mr. Kurtz on the violin. The children knowing just what to listen for, entered into the spirit of the music and showed, in facial expression and tense interest, their appreciation. A half dozen selections were explained and played until the audience were as intensely interested as the children. This evening's enjoyment will never be forgotten by those fortunate enough to hear it.

This winter Mr. Osborne plans to go a step farther by adding solo singing. A children's chorus is being organized, to meet one hour each week after school. It will be led by Mr. Yom, of the famous Welsh choir. The Parent-Teachers Association hires Mr. Yom, and if the children, who can, desire to pay a small fee for their lessons, they may do so, but no one is barred out for lack of money. In this way the children can learn to sing regardless of finance.

The Auburn P. G. A. is in the front ranks. Under the able management of Mr. A. P. Hemans a great work is being done for the youth. A series of four entertainments are to be given this season by which it is hoped to raise money for a moving picture house conducted along educational lines.

The officers and delegates to the Assembly were privileged to visit two of the modern well-equipped school buildings, and to see the excellent work being done. At Fulton street school a reception was given, one afternoon, in honor of Miss Margaret A. West and Miss Julia C. Ferris, two teachers who taught in the Auburn schools for over fifty years, who have now retired.

A long article could be written on the various ways in which these associations benefit the parents and children of Auburn. The guests were privileged to enjoy an exhibition of folk dancing to Victrola music, by the pupils, under Miss Taudwick, principal of Genesee Street school. Here, too, the rhythm was explained by the teacher so that the pupils had a double enjoyment in their exercise.

The second day of the convention was "Assembly Day," given up to reports of officers and chairmen of committees. The afternoon was devoted to reports of clubs, read by the delegates for the club which they represented. Reports from thirty clubs were received.

A round table was conducted by Mrs. Henry Osgood Holland, of Buffalo, who took for her subject "Co-operation in Preventive Work on Behalf of Children." She divided her subject into three parts: 1.—Prevention of Infant Mortality. 2.—Prevention of Juvenile Crime. 3.—Work for Civic Betterment. After a half hour that stirred every one present into enthusiasm from inspiration received, Mrs. Holland called for a standing pledge from

the women that when they went home they would work for improvement along these lines. The response was unanimous. Before the evening reception Mrs. Grace K. Underwood, of Auburn, read a paper on "The Art of Dressing," in Relation to the school-room, full of splendid thoughts for mothers. Mrs. Underwood advocated plain, sensible, comfortable dress for girls, but of good quality and fine lines. She did not hesitate to point out many of the follies of mothers in permitting their daughters to wear open-work stockings, high-heeled slippers, ball-room finery, waists too thin for comfort or modesty in the school-room where often improperly dressed girls are self-conscious. She stated that whole classes have been known to be distracted by one over- or under-dressed girl.

The election of officers resulted as follows: President, Mrs. Henry Osgood Holland, Buffalo; First Vice-President, Mrs. E. C. Metcalf, Westmoreland; Second Vice-President, Mrs. R. C. Tefft, Hudson Falls; Third Vice-President, Mrs. Thomas Kniel, Saratoga Springs; Recording Secretary, Mrs. George M. Turner, Buffalo; Corresponding Secretary, Mrs. B. S. Cushman, Ithaca; Treasurer, Mrs. F. W. Sherwood, Hornell; Auditor, Mrs. F. J. Bailey, Albany; Historian, Mrs. E. A. Tuttle, New York.

Directors: Mrs. B. B. Babcock, Hornell; Mrs. O. C. Mackenzie, Albany; Mrs. D. G. Eldredge, Rochester.

Chairman of Standing Committees: Ways and Means, Mrs. Frank Heath, Rochester; Child Study, Mrs. C. S. Hoyt, Auburn; Church Clubs, Mrs. L. Ashtenau, Oneida; Home Economics, Prof. Flora Rose, Ithaca; Legislation, Mrs. Joseph Beal, Oneida; Moral Training, Mrs. J. C. Robie, Bath; Nature Study, Mrs. Edgar Winters, Buffalo; Extension, Mrs. M. C. Holley, Lockport; Parent-Teacher Meetings, Mr. A. P. Hemans, Auburn; Playgrounds, Mrs. M. Van Der Wart, Albany; Press, Mrs. R. C. Wagner, Albany; Hygiene, Mrs. E. H. Merrell, Syracuse; Printing, Mrs. Roy Dunham, Hornell.

The retiring President, Mrs. D. G. Eldredge, of Rochester, was elected a Director and made a Life Member of the Mothers' Assembly of the State of New York.

OHIO

SPECIAL FEATURES

MEETING OF HEADS OF ALL STATE ORGANIZATIONS CALLED BY THE GOVERNOR TO CONSULT ABOUT RURAL SCHOOLS.

GOVERNOR'S SUGGESTION TO THE OHIO CONGRESS THAT THEIR SLOGAN BE "A MOTHERS' CLUB IN EVERY SCHOOL IN OHIO."

PARENT-TEACHER ASSOCIATIONS OF CANTON URGE FUMIGATION OF SCHOOLS AND SUCTION CLEANERS.

The Ohio branch of the National Congress of Mothers and Parent-Teacher Associations met in Bedford, Ohio, in October. Mrs. J. A. Smith, 1206 E. 86th Street, Cleveland, Ohio, was elected president. Mrs. Smith enters into the work with earnest purpose to extend it throughout the State, and invites correspondence from all associations already formed or from any individuals who may be interested in having the work established in their vicinity.

Miss Mary F. Schaeffer, of Germantown, Ohio, has organized a parents' association in one of the schools of her town. It now has a membership of over two hundred. It has paid for a lyceum course, and has conducted interesting work for boys and girls—all volunteer work on the part of the High School Alumni. The activities included playground, croquet work, story hours, nature excursions to the woods, and an excursion of mothers and children to the National Cash Register and the Soldiers' Home at Dayton. In September a garden party on the lawn of one of the members included a little outdoor play of Pandora's Box patterned after the Ben Greet performance. A State School Day has been arranged to promote and interest any recommendations made by our Government after a survey of the school system. We are proud to have a share of the Mothers' Congress in this truly woman's work.

The Governor of Ohio called a meeting of heads of all women's organizations to consult about rural schools and their conditions. He was interested in President Smith's report of Mothers' Congress work in the schools and suggested that the slogan be "A Mothers' Club in every School in Ohio."

Mrs. Smith is one of the committee for survey day each year.

Miss Maud Moore, Supervisor of Primary Schools in Canton, is doing valuable work in organizing Parent-Teacher Associations. These associations are learning of conditions so prejudicial to health that they are insisting on a change.

Although several cases of diphtheria were discovered the school was not fumigated.

Halls and corridors of schools are swept during school hours. The school books are not fumigated. The Parent-Teacher Associations are warmly congratulated by the members of the school board, for bringing these facts to their attention. "It is a wonderful work the Parent-Teacher Associations are doing. I am in favor of them from beginning to end, and whenever they have any complaints as just as these, they will certainly find a hearing."

Suction cleaners have been recommended.

The newly elected officers of Ohio are: President, Mrs. J. A. Smith, 1206, E. 86th

Street, Cleveland; Corresponding Secretary, Mrs. Earl A. Palmer, 1397 E. 110th Street, Cleveland; Treasurer, Mrs. Edmund Haserodt, 1224 Norwood Road, Cleveland.

On Ohio's State School Survey Day, the Home and School Association of German-town township invited the parents, pupils and superintendent to the High School auditorium and to the Opera House for two inspiring meetings. Two hay-wagons filled with boys and girls and teachers came in the afternoon from the rural districts. Superintendent E. J. Brown addressed the meeting in the afternoon. The evening was largely taken up with round table discussion of the survey. Parents, teachers and preachers took part freely. The Association voted unanimously to join the National Congress of Mothers and Parent Teacher Associations. A child study circle is to be formed in January, which will take up topics of vital interest to parents and teachers. The Board of Education has placed the CHILD WELFARE MAGAZINE in the School Library. A parents corner in the Library is being planned, where books of interest to parents will be placed so they may easily examine them and become enlightened on the newer phases of child-welfare.

OREGON

DEVELOPMENTS OF OREGON ANNUAL CHILD WELFARE CONFERENCE DURING PAST YEAR AND FEATURES OF CONFERENCE

SPECIAL FEATURES

SUPERINTENDENT ALDERMAN'S STATEMENT CONCERNING THE WONDERFUL BENEFITS THE SCHOOLS ARE DERIVING FROM THE ORGANIZED MOTHERHOOD OF OREGON AND THE CO-OPERATION AND WELCOME SCHOOL OFFICIALS GIVE IT.

PROMOTION OF GOOD ROADS IN COUNTRY THROUGH MANY LECTURES OF MISS LUNA BIGELOW OF DEPARTMENT OF GOOD ROADS, U. S. DEPARTMENT OF AGRICULTURE, UNDER AUSPICES OF OREGON CONGRESS OF MOTHERS. DECLARATION BY CHILD HYGIENE DEPARTMENT ADVISING THAT PARENTS, NOT TEACHERS, GIVE CHILDREN INSTRUCTION CONCERNING SEX HYGIENE.

CO-OPERATION OF STATE UNIVERSITIES IN OREGON SECURED FOR CHILD-WELFARE WORK.

ESTABLISHMENT OF PARENTS' EDUCATIONAL BUREAU IN COURT HOUSE AT PORTLAND DURING PAST YEAR.

SECURING A STATE CHILD-WELFARE COMMISSION APPOINTED BY THE GOVERNOR TO STUDY AND REPORT NEXT YEAR THE CONDITIONS AFFECTING ALL THE CHILDREN OF THE STATE.

The annual child-welfare convention of the Oregon Branch National Congress of Mothers met in Portland October 22, 23, 24. Prominent women from all parts of the

state were in attendance, and were entertained by members of the Portland circles. Over 250 were present.

A cordial address of welcome was given by Mayor H. R. Albee, who assured the women of his interest and co-operation in this great movement to bring closer together the pupils, teachers and parents. He paid special tribute to the mothers of Oregon with the apt quotation, "God can't be everywhere; so He made mothers."

MOTHERS' HELP WELCOMED

Superintendent L. R. Alderman gave a characteristic greeting, in which he made a point of the wonderful benefits which the schools are deriving from the organized efforts of the mothers throughout the state. He made plain the fact that teachers and school officials welcome this help and co-operation.

Mrs. F. S. Myers, president of the Portland council, gave a very cheery word of welcome to the delegates, closing with some interesting figures showing the remarkable growth of the Parent-Teachers organizations in Portland since the beginning of this school year. Since October 1 the following schools have organized circles, with these memberships: Ockley-Green 126, Buckman 70, Fernwood 55, Eliot 50, Hawthorne 85, Kerns 95, Shaver 33, Llewellyn 30, Shattuck 86. Circles also have organized at Hudson and Woodmere.

One of the most interesting reports was that given by the chairman of the country life committee. In February the two town circles and two rural circles of Ashland held a joint good roads meeting. Umatilla, Tillamook, Douglas, Jackson and Hood River districts are all beginning to realize the value of good roads and are forming associations for the improvement of their highways.

WORK DURING SUMMER

Miss Luna Bigelow, of the office of good roads in Washington, D C., made addresses throughout the state during the summer. Dr. S. I. Hewes, chief of economics and maintenance in the Washington office of good roads, delivered lectures at Dallas and Hood River. One Parent-Teacher circle raised \$47.50 to build a bridge across a dam so the children might attend school dry shod. This circle has but 15 members.

Mrs. Robert Tate, president, in her annual address made a strong plea for motherhood. She advised the women to continue in loyalty to the organization and to realize their responsibilities.

Mrs. Tate said in part:

Let us keep before us the aims of our organization, throw aside personalities, cease arguing and begin to serve. If we ask too much before we begin we shall never start. Somewhere before each one of us there is a duty waiting, a task to be done. We not only need to seek the gift

of comprehension, but the gift of understanding.

Dr. Mae Cardwell, chairman of the child-hygiene department announced that her department did not favor the teaching of sex hygiene in the public schools, but that they deemed it advisable for the parents to give this instruction.

Mrs. J. Allen Gilbert, in her address on "Spiritual Training in the Home," suggested that mothers teach the child adjustment to the rights and wishes of others while it is yet a pleasure, and not a bitterness, for him to learn. "Sarcasm," she said, "blights and withers him. Suggest to him kindly ways of handling situations. The love of good books and the love of nature study will be fostered by the wise mother.

"A child's whole nature cries out for frank and tender companionship. Just as the parent's hand goes out to assist the child in his physical falls, so should the parent spirit see and reach out to him in his emotional and intellectual falls and in those of the will."

DEAF CHILDREN DEMONSTRATE

Professor Josephine Hammond, of Reed College, took as her subject "New Lamps and Old." She compared the old and the new styles of education and upheld the practical method.

"Modern Methods of Educating Our Deaf Children," by Mrs. C. A. Ward, was an interesting and instructive paper. She advocated the conversational method. Ruth Eden, Dale Mitchell and Juanita Shelpman were three bright little folks who participated in a demonstration of the things deaf children can do.

Attractive in her ceremonial robes, like a little Indian maiden, was Miss Margaret Russell, who told of the campfire girl movement.

L. R. Alderman in a stirring address told the mothers of the work being done in the schools and asked the continued support of the congress. Rev. Benjamin Young spoke of the sanctity of the home and blamed the "subtle and dangerous materialism that is the tendency of the age" as the cause for much of the trouble.

MONTESSORI METHOD TOLD

Several hundred guests assembled at the luncheon at which Mrs. Robert H. Tate, president of the congress, presided. Interesting addresses and a musical programme followed the repast.

Miss Gertrude Talbot made a strong plea for the Montessori method.

Dr. Robert G. Hall urged parents and teachers to educate girls for motherhood. "They are educated for everything but that," declared the physician.

Mrs. Sarah A. Evans, state president of the federated women's clubs, spoke on "Organized Motherhood." Mrs. G. L. Buland, representing the Woman's Christian

Temperance Union, discussed "The Child and the Home." Dr. Mae Cardwell spoke of "Our City's Children." She advocated open-air or tent schools and said that in order to be useful a citizen should be healthy as well as educated.

O. M. Plummer, the "father of eugenics in Oregon," spoke on "A Better Race." He urged a continuation of interest in eugenics contests.

Dr. George Rebec was heard on "Our Future Citizens," and Mrs. O. E. Lents, on "The Child and the Movies."

Mrs. E. B. Hyatt, representing the child placing committee, urged the women to help her in finding homes for some of the homeless babes that come under the committee's supervision. Mrs. G. L. Buland reported on home economics and Mrs. W. J. Hawkins gave a comprehensive outline of the great work being done by the Portland circles.

Superintendent L. R. Alderman was praised for his support and co-operation in parent-teacher affairs.

Mrs. Robert H. Tate declined to be a candidate for re-election, giving as her reason the need of rest and the great work required as chairman of the State Child-Welfare Commission.

Mrs. Aristene Felts was elected president of the Oregon Congress of Mothers.

Mrs. Felts has had training along child study lines.

She pledged herself to work for the best interests of the Congress. In her charge to the new officers and to the members, Mrs. Robert Tate, the retiring president, said: "Be loyal to your new president and to all of the officers. If you can't be loyal and work in harmony, withdraw."

New officers elected:

Mrs. J. C. Elliott King, as first vice-president; Mrs. C. D. Hoyt, Hood River, fourth vice-president; Mrs. W. W. Ussher, Ashland, fifth vice-president; Mrs. Hugh J. Fitzpatrick, Hammond, sixth vice-president; Mrs. J. W. Kerr, Corvallis, seventh vice-president; Mrs. J. S. Landers, Pendleton, eighth vice-president; Mrs. H. L. Walters, Portland, recording secretary; Mrs. A. A. Lindsey, Portland, corresponding secretary; Mrs. A. Bonham, Montavilla, treasurer; Mrs. G. T. Gerlinger, Dallas, librarian; Mrs. George W. Evans, McMinnville, auditor.

Mrs. Tate received an ovation at the close of the morning session and after a stirring address by Mrs. W. J. Hawkins, was made honorary president and life member of the Oregon Congress of Mothers. Later in the day she was presented with a handsome pearl sunburst as a token of loving appreciation from the delegates and friends.

Delegates to the Third International Congress on Child-Welfare appointed are Mrs. Robert H. Tate, Mrs. Aristene Felts, Mrs. Bonham, Mrs. C. M. Collier.

PENNSYLVANIA

A full representation of the 1215 in membership in the Erie associations welcomed the members of the Executive Board at the opening of the Fourteenth Annual Convention. The Women's Club, The College Women's Club, The Board of Education and the High School Faculty combined to make the meeting a success. At the election Mrs. George K. Johnson was unanimously chosen to begin her fifth term as president of the Congress.

The addresses encompassed the best child-welfare thought from the fundamental of "Education For Parenthood" ably and sympathetically treated by Mrs. Anna Steese Richardson of New York who declared that unhappiness is the cost of inefficiency in those entering matrimony. Also Mrs. Richardson urged the teaching of Sex-hygiene to parents—that they might impart the truth to their children.

Dr. A. T. Smith of Mansfield Normal School in covering his subject "The Moral and Ethical Training of Children," asserted that the product of all effort and teaching was to be a matured person rightly fitted to take his place in society. The child's first standard of right is gained from his parents acts. Some parents buy obedience from their children, others not only entrust their children to the school, they abandon them to it. There was in this address an insistent call for thoroughness, because "inaccuracy accepted corrupts character no less than it corrupts intelligence." "Excessive attendance upon parties, 'shows' and social affairs dissipate the energy and devitalize the child's strength—in such matters the responsibility lies wholly with parents."

Mrs. Henry O. Holland in her "Challenge To Mothers" gave much of truth and encouragement—setting the loftiest ideal of being, toward which the reaching should not waver. "Faith, wisdom, justice, self denial, self sacrifice, sympathy and patience are the component parts of mother love. Parents should be able to diagnose the needs of their children and should bring to their aid, psychology, the X-ray or revealer of the child's mind. When the big problem of manhood and womanhood is solved we need not worry about other movements in the country."

Miss Mary S. Garrett gave a practical demonstration by presenting a child from the fourth grade in a Pittsburgh school. This boy now taking his place with hearing children had been trained in the home of which Miss Garrett is co-founder and Superintendent, the Home For Teaching Speech to Deaf Infants. The training is accomplished by repetition of speech to the eye rather than to the ear as in the case of hearing children and proves conclusively that children deaf, need not be also mute, but can be fitted to take their place in the

hearing world wherein they must be self-supporting.

The benefit of Social Centre work was outlined by Prof. W. H. Welsh of Philadelphia who described these centres in which whole families gathered for relaxation, entertainment and semi-instruction, being thereby led up into a better citizenship through understanding and establishment of a wholesome community spirit.

Dr. J. George Becht, Chairman of the Education Committee outlined the propaganda for immediate future work to be, because of its insistent need "Better Health and Better Health Conditions for School Children." Proper feeding, sanitation, good school-housekeeping. Child-welfare is the most important word in the vocabulary. Reformatations come too late. We have a conscious body before we have a conscious mind and a conscious mind before we have a conscious character. So child-welfare is all important, the Mother's Congress is right. It starts at beginnings."

Reports of delegates brought a wealth of information and inspiration and must constitute another article in justice to all.

RHODE ISLAND

SPECIAL FEATURES

WORK DONE BY BABY CLINICS.

JUDGE BAKER'S ADDRESS ON JUVENILE COURT.
SPECIAL STUDY OF NEEDS OF IMMIGRANT CHILDREN URGED.

PRESIDENT'S COUNCIL FORMED.

The Rhode Island Congress is starting its new year with many plans and with renewed enthusiasm, we are feeling the stimulus derived from the recent Child-Welfare exhibit, which did so much toward awakening public opinion to many reforms, as well as the inspiration so many of our members received at the National Convention of the Mother Congress in Boston.

The first meeting of the Rhode Island Board of Managers was held October 27, Mrs. Bartlett presiding. Twenty-five (25) directors of school clubs and affiliated organizations answered to the roll call. Mrs. Wm. Heath for the Child Hygiene Committee gave a report of the splendid work done in our three Baby Clinics in the city, each of these being located in congested districts of largely foreign population. Through the untiring efforts of Mrs. Heath and with the co-operation of many physicians, the District Nursing Association, the City Health Department and many loyal friends, the Congress has been able to maintain these clinics through the hot summer months treating many sick babies, addressing many mothers how to keep the well babies from getting sick, together with words of cheer and encouragement, in all over five hundred cases have received care and attention.

Miss Ella Sweeney, Assistant Superintendent of Public Schools reporting for the Education Committee urged the Mothers Clubs to do something concerning the lack of reading material in our public library for the primary grades and the unsuitable material sent out to the immigrant districts of our city. A special study of the needs of this class of readers with their limited English vocabulary is essential and a committee consisting of teachers and if possible mothers in these immigrant sections should draw up a list of suitable material. The cheap literature sold by department stores should be censored in a way, and publishers interviewed with the purpose of getting them to publish in a similar cheap shape the book recommended for juvenile reading.

The first open meeting of the Rhode Island Congress was held in Manning Hall, Brown University on November 5th, when Judge Harvey Baker of Boston, spoke on The Juvenile Court, to a large and representative audience.

Judge Baker emphasized the importance of trained probation officers sufficient in number, so that none should have over 75 boys under his charge. He characterized the probation officers as the eyes, ears, arms and a large part of the brains of the Juvenile Court. Next in importance to the probation department, Judge Baker places the Clinic for the discovery of any mental or physical deficiency which might cause the child's delinquency. Just at this time when the subject of the Juvenile Court in Rhode Island is being agitated by many thoughtful persons and numerous organizations, Judge Baker's lecture was particularly helpful. He spoke with clear and sympathetic insight on a subject to which he has given many years of service.

At a meeting called by Mrs. Dwight K. Bartlett, President of the State Congress of Mothers, 25 organizations were represented by their Presidents, and by unanimous vote it was decided to form a "Presidents' Council."

Mrs. Bartlett outlined the Mothers' Compensation act and its features in the 16 States that have such a law and suggested that a committee be formed to study this bill by sending for copies of the law where it is in effect and also where it is pending. Mrs. Warren O. Evans, President of the Slater Avenue Mothers' Club, was made chairman of this committee.

Mrs. Jay Perkins emphasized the growing needs of baby clinics and outlined a plan to raise money for this purpose by a "mile-of-pennies scheme."

The questionable nature of some of the "movies" was discussed and their influence upon the ideals of the young considered. Committees were formed to ascertain what censorship was exercised over them and to visit them at intervals for the next few weeks. Mrs. H. L. Goodhue was made chairman for Pawtucket, Mrs. John Crooks

for Eden Park, Mrs. Edwin Cooper for Providence.

TENNESSEE

One of the most enthusiastic and promising mothers circles that have been organized in Tennessee was organized in November, at Franklin. One hundred and twenty-five mothers were enrolled. The meeting was held in the handsome High School of Franklin, which had been decorated with flowers brought by the children. Mr. A. J. Haun, principal of the School, presided. Mrs. W. W. Campbell was elected president; Mrs. E. Perkins, secretary.

Mrs. Crutcher is giving her heart and time to the work of the Congress in Tennessee.

The death of Mr. S. A. Mynders, principal of the West Tennessee Normal School has brought sorrow to the citizens of Tennessee. Mr. Mynders was one who from the beginning cooperated with the Mothers Congress in the organization of parent teacher associations, and has always given earnest support to the movement. Mrs. Mynders, chairman of the National Child Labor Committee, has also worked earnestly in promotion of child welfare.

VERMONT

FEATURES OF FIRST ANNUAL CONFERENCE

EXTENSION OF THE PARENTS' ASSOCIATIONS THROUGHOUT THE STATE.

MOTHER'S STATEMENT OF THE PRACTICAL BENEFIT GIVEN IN BABY CARE AND CHILD NURTURE.

REQUEST FOR CO-OPERATION FROM SCHOOL SUPERINTENDENTS.

The Vermont Branch of the National Congress of Mothers and Parent Teacher Associations held its first annual meeting in Rutland, October 14 and 15. The progress during the past year has been most encouraging.

There are ten parent teacher associations in Rutland. Representatives from Montpelier, Bennington, Randolph, Essex Junction and Burlington were present. Fair Haven is to organize an association. Bellows Falls and Northfield have already organized.

The parent teacher association in Bennington has 125 members and expect 25 more. Mrs. E. B. Heuling is the president.

The State officers are: President, Mrs. Henry A. Harman, Rutland; Vice-presidents, Mrs. J. B. Estee, Montpelier, Mrs. E. B. Heuling, Bennington, Mrs. M. D. Chittenden, Burlington, Mrs. Ella Wyman, Manchester Centre; Secretary, Mrs. W. M. Ross, Rutland; Assistant Secretaries, Mrs. B. F. Witmer, Mrs. A. C. Matthews, Rutland.

The official greeting to the delegates was extended by Superintendent of Schools David B. Locke, in behalf of the schools.

He compared the schools of several foreign countries with those of the United States and he advanced the idea that more and more the native schools are tending to

educating the hand as well as the mind. He spoke of a petition now in his office in which 60 grown persons of all nationalities want a night school and he asked the members of the associations to work for just side lines in the school work.

Mason S. Stone of Montpelier, state superintendent of education, gave an address in reference to the relation between the school and the child. Mr. Stone said that he had become particularly interested in the young girls of Vermont and he caused to be made a canvass which showed that there are about 350 girls in the state who are living under improper influences in the home. He hoped to see the day when Vermont would have an institution for properly educating its future mothers of this type. He also touched upon the absolute necessity of democracy in an organization whose principal work is solving the problems of handling all classes of children.

Mrs. E. I. Hall speaking on the topic "The Children of the Country Life Communities," related personal experiences in bettering conditions of children in rural sections.

There was an instructive talk by Mrs. E. L. Wyman of Manchester Centre, who took for her topic "The Teaching of Ethics in the Public Schools." This address was of especial interest to the school teachers of whom there were many in the audience.

ADDRESS BY PRINCIPAL THOMAS

In addressing the convention Principal Isaac Thomas of the Rutland high school, discussed the topic "How Parents Can Help Teachers With Their Children."

Charles H. Spooner, president of Norwich University at Northfield, who was one of the speakers late yesterday afternoon, gave a highly interesting and instructive address, choosing as his topic "Hannah and Some Others."

Mr. Spooner said in part:

"I'm wondering how long now, till, from the finding of these mothers' congresses direct and indirect, we shall add one more to the sciences taught in our schools—the science of mothering—so nominated, a supplement to our cooking and sewing, and other housewifely courses.

"Let us plan beyond and, in due time and order let the young bride attend a joyous course entitled ye sweetest of all arts, Motherhood. Attendance compulsory.

"In passing, I'm not sure but that there should be another yet, perhaps two (for those of earlier and those of riper years), 'The gentle art of courting for keeps.'

"For this there is cause enough, judging from the blunders made by taking partners who will not keep. But I confess, I should not know how to select the teachers. It would be mighty hard to find even one knowing enough, who would not seem to know too much to inspire real confidence.

"Doubtless a commission could be ap-

pointed capable of dealing with that matter. In all this strenuous endeavor for efficiency the lack in this particular is sure to be noted, and having been noted, investigated, reported upon, and, in the end, of course, cured.

"There is work to be done, there are goods and evils to be studied, tabulated, measured; means found for increasing the one and diminishing or eliminating the other. Above all, there is to be cultivated a method of gleaning, assimilating, and imparting knowledge.

"The word 'method' is not the right one, spirit is better; for after all our stir and bother about efficiency in this, that, the other, the greatest and most potent element of success in dealing with the affairs of mankind or of womankind is the spirit which actuates the worker.

"The efficiency expert in the group, will lay out a plan that to his mind will regenerate the whole community in a month. The ultra-conservative at the other end of the line will not fall in speech either. Somewhere between these extremes will the workers be found.

"It is not for me to deal with the details of your problem. I cannot tell you how effectively to combat the efforts of the Mormon missionary proselyting in our state. I am not sure that you should do so, but I am certain that you ought to recognize his presence enough to learn whether you should second or oppose him.

"I am quite certain that there should be clear understanding that in many things ignorance is not innocence and that wilful ignorance is criminal, even though knowledge brings problems that no ingenuity seems able to solve.

"The passing of young men through the hands of our college surgeon at Northfield, from time to time brings some problems for which we have found no one right answer. But, to most of the questions raised by these examinations, right answers are found and more than a few of the young men will bless the college doctor as long as they live.

"Wilful ignorance would not excuse us. It will not excuse you mothers and friends of mothers till through you the children of our schools have the most thorough medical examination at rather frequent intervals."

WISCONSIN

The Wisconsin branch of the National Congress of Mothers has issued a very attractive handbook. It contains many testimonials from Wisconsin educators of the value of the Congress to them and the schools. Everywhere people are feeling the need of closer coöperation, better and more intelligent care of children. We find much in CHILD-WELFARE MAGAZINE to inspire the people. Our Juvenile Court chairman is a former school teacher filled with common sense and optimism. The Congress in Wisconsin is growing steadily.

A Child's Gift to the National Congress of Mothers

THE dear President of the National Congress of Mothers was calling at the home of one of the Honorary Vice-Presidents of the Congress one day last winter, and while the two women were earnestly conversing on the vital and immediate needs of the National Congress, the twelve-year-old grandson of the house came into the drawing-room to make a request of his grandmother. While waiting for permission to ask his question, he listened attentively to the conversation. At the first pause he said, "May I ask what is the National Congress of Mothers? What does it do? I have often heard it talked about here in grandma's house, but I never knew what they did." Then did the dear President of the National Congress of Mothers answer, and she told the boy, in simple language he could understand, how bravely and courageously the Mothers were working to organize societies of mothers, to teach them to be kind to their children, how properly to care for them and instruct them, and bring them up as well as other boys and girls who had parents who knew how to give them every advantage; and that now our great and good Government had become interested through the United States Bureau of Education; to do

the necessary work the Congress would need money, and that just now they were looking about, trying to raise the amount which would enable the National Congress of Mothers to take advantage of this offer the United States Government had made, in an office from which could be sent out broadcast, all over the world perhaps, literature to all the mothers and fathers who needed it, about their dear children. The boy's eyes grew larger and larger as he listened. Several months after when again his grandmother saw him he said, "Grandma, has the Mothers' Congress got the money it needs to help all the children?" "Not all it needs," said his grandmother. All these months the thought of it had been in the mind of this twelve-year-old boy, and how he might help. "I have not saved up very much, but I would like to give what I have to the Mothers' Congress." Then suddenly his face brightened, the perplexed, thoughtful expression vanished, and he turned to his grandmother and said, "Grandma, dear, you know you give me a considerable sum every year for my birthday, to put away in bank; won't you please keep that for two years and give it to the National Congress of Mothers?"

C. R. C.

Mothers' Shopping List of 100 Animal Books

COMPILED BY FRANCES JENKINS OLCOTT

TO THE MOTHER

COMRADESHIP with domestic animals is one of the first instincts of childhood. A kitten, a dog, a lamb, or a little chicken, gives the keenest delight to babies. Pictures of animals, especially of domestic ones playing with children, are eagerly enjoyed by small boys and girls.

This instinct, which is fundamental, may be so developed by proper training, that as the children grow older they may learn to be kind to animals, to observe their habits, and to appreciate the part they play in the life of man. Interesting stories and illustrations make a deep and permanent impression on the imagination, therefore books are essential factors in this training.

As an aid to the mother, when shopping or borrowing books from the public library, this list is compiled. The word *animal* is used here in its broadest meaning, and stories of birds and insects are included as well as those of four-footed beasts.

This is not in any way a list for formal nature-study. The volumes are recommended for the pure joy they may give, for their appeal to the imagination, and for their power to arouse sympathy for ill-treated animals. Many of the stories dignify the relations between man and beast, and show the latter's helpfulness to human kind.

Sentimental books, that appeal hysterically to the emotions, and ordinary text-books, are omitted. All are wholesome and tend to awaken and stimulate a normal out-

look on nature and nature's folks. Many of the volumes are illustrated by eminent artists.

For babies there are picture-books showing animals clever, humorous or naughty. For children there are world famous fairy tales and fables, and tales of animals' adventures. For the older boys and girls many "animal romances" are listed as well as a few books that arouse and satisfy the true, mature, nature-loving qualities.

The list is graded so that a mother may begin by giving her baby picture books, and then as he grows older she may gradually lead him step by step from one class of stories to another; until he has learned to appreciate nature for itself, and has made companions of those fine nature-lovers, Gilbert White, John Burroughs, Dallas Lore Sharp, William Hamilton Gibson, and many others.

LINEN AND PAPER-COVERED PICTURE BOOKS FOR CHILDREN UNDER FOUR YEARS OF AGE

ANIMAL PLAYMATES, Warne, paper, 20 cents.

A VISIT TO ANIMAL LAND (Natural History Series), McLoughlin, paper, 5 cents.

BABY'S FURRY FRIENDS, Dutton, paper, 50 cents, linen, 75 cents.

BIG ANIMAL PICTURE BOOK, McLoughlin, linen, 50 cents.

BOOK OF CATS, Dutton, paper, 25 cents, linen, 50 cents.

BOOK OF DOGS, Dutton, paper, 25 cents, linen, 50 cents.

BOOK OF DUCKS, Dutton, linen, 50 cents.

BOOK OF HORSES, Dutton, paper, 50 cents, linen, 75 cents.

KITTENS AT PLAY, Dutton, linen, 20 cents.

MY OWN WILD ANIMAL BOOK, Dutton, linen, 25 cents.

ONE, TWO, THREE, FOUR, McLoughlin, paper, 25 cents.

OUR MOO COW PICTURE BOOK, Dutton, paper, 50 cents, linen, 75 cents.

THE THREE BEARS (Kitten Series), McLoughlin, paper, 10 cents.

Your Family Doctor

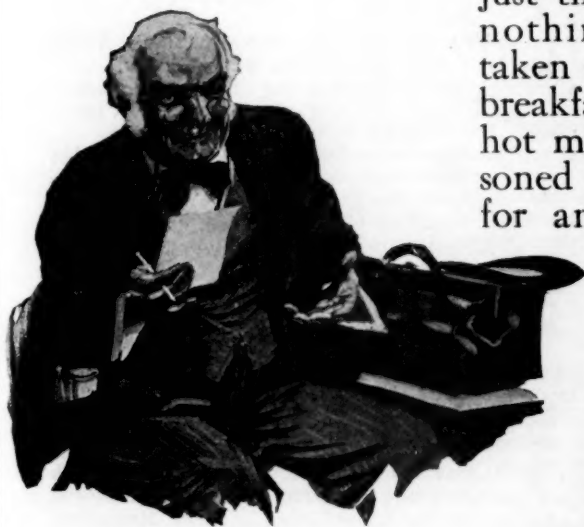
does not know as much about your stomach as you do. You have lived with it longer than he has. You know your digestive limitations. You know what "agrees" with you and what gives you distress.

It is well to get your doctor's advice, however, and if he is a wise counsellor he will tell you that the practise of eating a well-cooked cereal every morning for breakfast will not only strengthen your digestion, but keep the bowels healthy and active. The best cereal for this purpose is

Shredded Wheat Biscuit

because it is the whole wheat, steam-cooked, shredded and baked in the cleanest, finest food factory in the world. It is not "treated," flavored or com-

pounded with anything—just the pure, whole wheat, nothing added, nothing taken away. Delicious for breakfast when eaten with hot milk or cream and seasoned to suit the taste or for any meal with sliced bananas, stewed prunes, baked apples, preserved peaches or other preserved or fresh fruits.



**The Only Cereal Food
Made in Biscuit Form**

Made only by

THE SHREDDED WHEAT COMPANY,

NIAGARA FALLS, N. Y.

EASY READING BOOKS FOR CHILDREN FOUR TO EIGHT YEARS OF AGE

Æsop, FABLES, Macmillan, \$1.50.

This edition is edited by Joseph Jacobs. Another excellent edition for very little people is the *Book of Fables*, edited by Horace E. Scudder, and illustrated with old-fashioned wood-cuts, Houghton, 50 cents.

Brooke, GOLDEN GOOSE BOOK, Warne, \$2.00.

This delightful book is also published in four separate volumes, 40 cents each. Contains the stories of The Three Little Pigs, Tom Thumb, The Three Bears, and The Golden Goose. Artistically and humorously illustrated by L. Leslie Brooke.

Brooke, JOHNNY CROW'S GARDEN, Warne, \$1.00.

Also its companion volume, *Johnny Crow's Party*, Warne, \$1.00. Illustrated by L. Leslie Brooke.

Byron, LAMBKIN WHITE, Hodder and Stoughton, 50 cents.

Illustrations and easy reading, telling of an adventurous little white lamb.

Dutton, THE TORTOISE AND THE GESE, Houghton, \$1.00.

Fables from the Far East, each carrying a lesson. Should follow Æsop. Good to read aloud. Illustrations by E. Boyd Smith.

Francis, BOOK OF CHEERFUL CATS, Century, \$1.00.

Clever, Humorous black and white pictures with verses. Very popular.

Grover, KITTENS AND CATS, Houghton, 75 cents, school edition, 40 cents.

Delightful pictures of little cats, together with easy reading into which nursery rhymes are woven.

Holbrook, BOOK OF NATURE MYTHS, Houghton, 65 cents; school edition, 45 cents.

Simple myths of birds, beasts, plants, fire, and water, collected from different folklores, and retold for little children. Illustrated by E. Boyd Smith.

Lefèvre, THE COCK, THE MOUSE AND THE LITTLE RED HEN, Jacobs, \$1.00.

Old nursery tale charmingly illustrated by Tony Sarg.

Paine, ARKANSAW BEAR, Altemus, \$1.00.

There is so much rhythm in this story of "Bosephus and the fiddle and the big black bear" that little children are fascinated when the story is read aloud.

Potter, PETER RABBIT SERIES, Warne, 50 cents each.

A popular series of pocket-sized volumes. They are all excellent, but the best are: *Tale of Peter Rabbit*; *The Tailor of Gloucester*; *Tale of Mrs. Tiggy-Winkle*.

Potter, THE PIE AND THE PATTY-PAN, Warne, 50 cents.

Pictures and simple text telling of a cat's tea-party and of her guest, a little dog.

Stannard, MASTER BOB ROBIN, Warne, 50 cents.

Easy reading and pretty pictures, showing the adventures of a baby Robin Red-breast.

Trimmer, HISTORY OF THE ROBINS, Heath, 20 cents.

Old-fashioned story of some birds who built their nest in a wall.

ANIMAL ADVENTURES AND FAIRY TALES FOR CHILDREN EIGHT TO TEN YEARS OF AGE

Baldwin, WONDER-BOOK OF HORSES, Century, 75 cents.

Myths and legends about the famous horses of knights and heroes.

Bertelli, THE PRINCE AND HIS ANTS, Holt, \$1.35.

Fairy transformation of some little children into an ant, a cricket, and a caterpillar. They learn much about the habits of these animals.

Brown, BOOK OF SAINTS AND FRIENDLY BEASTS, Houghton, \$1.25.

Fanciful legends of friendly birds, fishes, and other beasts that helped some of the saints of old. Good to read aloud.

Brown, CURIOUS BOOK OF BIRDS, Houghton, \$1.10.

Contains the stories of The King of the Birds; The Forgetful Kingfisher; The Wren Who Brought Fire; The Pious Robin; The Dove who Spoke Truth, and many others. Illustrated by E. Boyd Smith.

Drummond, THE MONKEY THAT WOULD NOT KILL, Dodd, \$1.00.

Mischief and tricks of a pet monkey.

Herford, A KITTEN'S GARDEN OF VERSES, Scribner, \$1.00.

Pictures of fluffy kittens at play, together with verses modelled on those of Stevenson's *Child's Garden of Verses*. Illustrated by Oliver Herford.

Jewett, BUNNY STORIES, Stokes, \$1.00.

Adventures of a family of Rabbit-Children.

Kipling, JUNGLE BOOK, Century, \$1.50.

Tales of jungle magic. Most imaginative. Good to read aloud. Companion volume is *Second Jungle Book*, Century, \$1.50.

Miller, FIRST BOOK OF BIRDS, Houghton, \$1.00.

Although primarily a text-book this makes a delightful general reading book for little children. Should be followed by *The Second Book of Birds*, Houghton, \$1.00. Both volumes are illustrated in color.

Mix, MIGHTY ANIMALS, American Book Company, 40 cents.

Tells in a simple and entertaining fashion about gigantic, prehistoric animals, and how they are found to-day in the rocks. Illustrated and authoritative.

For Parents, Educators and Child-Welfare Workers

THE PRINCIPLES OF CHARACTER MAKING

By ARTHUR HOLMES, Ph.D.

Dean of Faculties, Pennsylvania State College. 12mo Cloth, \$1.25 net. Postpaid, \$1.37.

Teachers and parents will find this book of great value as a basis for child training. It is prepared for use as a text on applied psychology, with psychology in its modernized form applied to the most vital function of the home, the school, the individual, and the nation.

Dr. Holmes is well known through his very popular book, "The Conservation of the Child," which is based upon the work at the Psychological Clinic of the University of Pennsylvania, where the author was Assistant Director. His wide experience in this work has enabled him to present and explain the best methods for the development of character in children. This book contains his ripest thought on the subject.

? WHEN TO SEND FOR THE DOCTOR ? AND WHAT TO DO BEFORE HE COMES

By Dr. F. E. LIPPERT and Dr. ARTHUR HOLMES

16 full-page illustrations. Frontispiece in color. 265 pages. 12mo. Cloth, \$1.25 net. Postpaid \$1.37

"The Best Book of its kind which I have ever seen."—Mrs. Mary I. Wood, Manager, General Federation of Women's Clubs.

? To fathers, mothers and teachers the critical question must occur again and again, "Shall we send for the doctor"? To answer this query in the simplest manner possible, this book has been written. It is the result of both medical and psychological experience gained in general and in clinic practice covering a number of years. There has been included a section dealing with emergencies and what to do before the doctor comes. ?

YOUR CHILD TO-DAY AND TO-MORROW

By SIDONIE MATZNER GRUENBERG

12mo. Cloth. About 250 pages. 12 illustrations. \$1.25 net. Postpaid, \$1.37.

This book deals in a most practical and helpful manner with those perplexing problems that confront parents during the formative period of childhood. The topics discussed include reasoning, fear, will, obedience, imagination, punishment, plays and games, ideals, lies, adolescence, heredity, play-mates and friendships, etc. Mrs. Gruenberg has had practical experience in confronting these problems in her own family, and in addition she has had opportunities of wide observation through the Federation for Child Study.

SCHOOL FEEDING

Its History and Practice at Home and Abroad

By LOUISE STEVENS BRYANT

Of the Psychological Clinic, University of Pennsylvania

With an Introduction by the HON. P. P. CLAXTON, U. S. Commissioner of Education

345 pages. 16 full-page illustrations and 6 charts. Large 12mo. Cloth, \$1.50 net. Postpaid, \$1.65.

"The book is practical, the information is reliable. In its full description of experiments and clear statement of results it is illuminating."

—The HON. PHILANDER P. CLAXTON, U. S. Commissioner of Education.

In addition to being a complete history of school feeding, this book is the only complete and authoritative study of the movement now available, and will prove invaluable to all those who are interested in the education and the physical welfare of children. It should also serve as a guide to those who are adopting the new profession—that of school dietitian, for which schools and colleges are beginning to supply courses.

J. B. LIPPINCOTT COMPANY PUBLISHERS
PHILADELPHIA

Morley, *DONKEY JOHN OF THE TOY VALLEY*, McClurg, \$1.25.

Little John, a Tyrol lad, learns to carve toy donkeys. The story tells charmingly about his life in the toy valley and of his experiences with his pet donkey.

Ramée, *DOG OF FLANDERS*, Lippincott, 50 cents.

An attractive edition of this classic, which should be in every child's library. Illustrated in color. Its companion volume is *Moufflou*, Lippincott, 50 cents.

Ségur, *STORY OF A DONKEY*, Heath, 20 cents. Abridged from the French by Charles Welsh. "Adventures of Neddy, the donkey, as told by himself."

Stowe, *QUEER LITTLE PEOPLE*, Houghton, \$1.25.

Contains: The Hen that Hatched Ducks; The Nutcrackers of Nutcracker Lodge; Mother Magpie's Mischief; Our Dogs; Sir Walter Scott and His Dogs, and other stories.

Taggart, *PUSSY-CAT TOWN*, Page, \$1.00.

Pictures and story telling how three cats founded a city for stray cats and kittens.

White, *BROTHERS IN FUR*, Houghton, \$1.00.

Adventures of a mother cat and four brother kittens. Good to read aloud.

Young, *CHUNK, FUSKY AND SNOUT*, Burt, 75 cents.

A story of wild pigs and of their pranks and adventures.

ANIMAL STORIES FOR BOYS AND GIRLS TEN TO FOURTEEN YEARS OF AGE

Bédollière, *STORY OF A CAT*, Houghton, \$1.00.

This French classic is translated by Thomas Bailey Aldrich, and is humorously illustrated with silhouettes by Hopkins. It should be in every child's library. Will be most enjoyed when read aloud.

Burroughs, *BIRD STORIES*, Houghton, 80 cents.

Delightful extracts from his other books, and illustrated in color and in black and white. Text-book cover.

Burroughs, *SQUIRRELS AND OTHER FUR-BEARERS*, Houghton, \$1.00.

About the chipmunk, woodchuck, rabbit, hare, and other furry creatures. Illustrated with fifteen colored pictures after Audubon.

Carter, *ANIMAL STORIES*, Century, 65 cents each.

Retold from St. Nicholas Series. Six volumes. *About Animals; Cat Stories; Stories of Brave Dogs; Lion and Tiger Stories; Panther Stories; Bear Stories.*

Cochrane, *FOUR HUNDRED ANIMAL STORIES*, Lippincott, \$1.25.

Anecdotes of dogs, cats, horses, elephants and other animals.

Du Chaillu, *WORLD OF THE GREAT FOREST*, Scribner, \$2.00.

"How animals, birds, reptiles, and insects talk, think, work, and live."

Ewing, *JACKANAPES*, Society for Promoting Christian Knowledge, 40 cents.

This classic, about a brave soldier lad and his horse, is illustrated by Randolph Caldecott.

Lang, *ANIMAL STORY BOOK*, Longmans, \$2.00.

Some of the stories are: The Dog of Montargis; Androcles and the Lion; Sai the Panther; The Taming of an Otter; The War Horse of Alexander. The companion volume to this is: *The Red Book of Animal Stories*, Longmans, \$2.00. Both volumes are profusely illustrated by H. J. Ford.

Miller, Joaquin, *TRUE BEAR STORIES*, Rand, \$1.00.

Some of the stories are: A Bear on Fire; Music-Loving Bears; Twin Babies; Bill Cross and His Pet Bear; The Bear with Spectacles.

Miller, O. T., *FOUR-HANDED FOLK*, Houghton, 75 cents.

Describes the antics of pet monkeys, lemurs, marmosets and baby monkeys.

Miller, O. T., *TRUE BIRD STORIES*, Houghton, \$1.00.

Some of the stories are: The Droll Tanager; A Madcap Thrush; The Saucy Oriole; The Baby Robin; Barn Swallows in a Frolic.

Saunders, *ALPATOK*, Page, 50 cents.

Story of a lost Eskimo dog and of a boy who rescued it.

Saunders, *BEAUTIFUL JOE*, American Baptist Publication Society, \$1.25.

Story of a dog.

Sewell, *BLACK BEAUTY*, Platt, \$1.25.

"The autobiography of a horse." Illustrated in color by J. M. Burke.

Sharp, *NATURE SERIES*, Houghton, 60 cents each.

Three volumes which treat in a delightful fashion of Spring, Autumn, and Winter. Good to read aloud.

Shaw, *CASTLE BLAIR*, Heath, 50 cents.

Ruskin says of this book: "It is good and lovely and true, having the best description of a noble child in it that I ever read; and nearly the best description of the next best thing—a noble dog."

Thompson, *THE CALICO CAT*, Houghton, \$1.25.

Humorous detective tale, in which the calico cat plays a part.

Thompson-Seton, *ROLF IN THE WOODS*, Doubleday, \$1.50.

Adventures of a boy and an Indian in the days of 1812. Gives much information about woodcraft and wild animals.

ANIMAL ROMANCES AND ESSAYS FOR YOUNG PEOPLE FOURTEEN TO SIXTEEN YEARS OF AGE

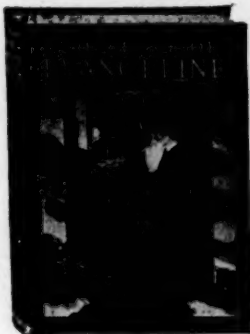
Bostock, *TRAINING OF WILD ANIMALS*, Century, \$1.00.

The author has sympathy for wild animals as well as understanding of their ways. He tells how they are cared for and educated by trainers, and of the dangerous lives of their masters.

Selected Books for Children

THE STORY OF EVANGELINE

By **CLAYTON EDWARDS**



This edition of an American classic will be appreciated equally by old and young. In addition to the famous poem, Mr. Edwards has included a short life of Longfellow, and a prose version of Evangeline as an introduction to the poem for young people. The illustrations by Maria L. Kirk, have the deep color and graceful lines which have made her pictures for "Hiawatha" so popular. Uniform with "The Story of the Idylls of the King," "All Shakespeare's Tales," and "The Story of Hiawatha."

Eleven illustrations in color by Maria L. Kirk. Quarto, boxed, \$2.00 net; postpaid \$2.20.

FLOSSIE FISHER'S FUNNIES

By **HELENE NYCE**

In this book stories are told by the pictures—a series of very funny silhouettes showing Flossie, her cat, her dog and many other animals. Blank pages are left so that the children, if they wish, can write the stories down. Thus they have a chance to exercise imagination, practice handwriting, and write a book all their own.

Illustrated by the author. Boards, oblong quarto. \$1.00 net; postpaid \$1.18.

THE ADVENTURES OF AKBAR

By **FLORA ANNA STEEL**

The story of Akbar the Great, Emperor of India in the Sixteenth Century. It begins with his childhood and follows him through many strange adventures with his nurse, the cat and dog who were his playmates, and his later friends. Founded on history this tale will give the child a glimpse of the wonderful land of the Hindu.

Illustrated in colors. Cloth, small quarto, \$1.35 net; postpaid \$1.47.

UNCLE SAM, WONDER WORKER

By **WILLIAM ATHERTON DUPUY**

A book that tells of the wonderful things done by the Federal Government. How cotton is grown on trees, how birds and animals are judged by a court, how fish are made to help in the pearl button industry, how animals are invented, how the persimmons pucker has been stolen, how bugs are traded with foreign countries—these and many other oddities are entertainingly related by a man who knows all about them.

Many illustrations from photographs. Cloth, \$1.25 net; postpaid \$1.37.

Publishers

FREDERICK A. STOKES CO.

New York

Breck, *WILDERNESS PETS AT CAMP BUCKSHAW*, Houghton, \$1.50.

Of pet bears, gulls, and others that wandered in and out of Camp Buckshaw. A delightful book showing how thoroughly nature may be enjoyed by campers, without ruthless killing.

Brown, *RAB AND HIS FRIENDS*, Houghton, 40 cents.

This rarely beautiful and tender story should be read aloud in order to be truly enjoyed. An attractive and inexpensive edition is published in the Modern Classic Series.

Burroughs, *BIRDS AND BEES*, Houghton, 40 cents.

Contains also *Sharp Eyes and Other Papers*. Among the chapters are: *The Apple*; *A Taste of Maine Birch*; *Winter Neighbors*; *Bird Enemies*.

Gibson, *BLOSSOM HOSTS*, Newson, 80 cents.

Tells about the bee, the fly, the moth and other insects, also about flowers.

Gibson, *EYE SPY*, Harper, \$2.50.

"Afield with nature among flowers and animate things." Studies of beetles, grasshoppers, snakes, cocoons, and of flowers and vines.

Gibson, *SHARP EYES*, Harper, \$2.50.

"A Rambler's calendar among insects, birds and flowers." Some of the chapters are: *Winter-Bud Secrets*; *The Insect Orchestra*; *Among the Birds' Nests*. Beautifully illustrated by the author.

Hamerton, *CHAPTERS ON ANIMALS*, Heath, 25 cents.

Some of the chapters are: *The Life of the Brute*; *Dogs*; *Cats*; *Horses*; *Wolves*; *Wild Boars*; *Animals in Art*.

Morse, *SCOTTIE AND HIS LADY*, Houghton, \$1.10.

Life story of a collie telling of his devotion to his young mistress, and of his many adventures in the city. A thread of pretty romance runs through the book. Will be popular with young girls.

Muir, *STICKEEN*, Houghton, 60 cents.

Of the author's thrilling adventure in the frozen North and of his dog-companion, Stickeen.

Roberts, *THE FEET OF THE FURTIVE*, Macmillan, \$1.35.

Some of the stories are: *The Gauntlet of Fire*; *The Keepers of the Nest*; *In the Year of No Rabbits*; *A Digger of Tubes*; *The Moose that Knocked at the Door*; *The Spotted Stranger*. These stories are full of the poetry and dignity of nature, and they tell of the untamed wildness of the forest creatures.

Roberts, *KINDRED OF THE WILD*, Page, \$2.00.

Some of the chapters are: *The Moonlight Trails*; *The Lord of the Air*; *The Haunter of the Pine Gloom*; *The Watchers of the Camp Fire*.

Sharp, *A WATCHER IN THE WOODS*, Century, 60 cents.

Charming studies, some of them are: *Birds' Winter Beds*; *Feathered Neighbors*; *Rabbit Roads*; *In the October Moon*.

Thompson-Seton, *BIOGRAPHY OF A GRIZZLY*, Century, \$1.50.

Adventures of Wab, the big Grizzly of the Yellowstone Park.

Thompson-Seton, *ANIMAL HEROES*, Scribner, \$2.00.

Some of the stories are: *The Slum Cat*; *Arnaud*; *Badlands Billy*, the Wolf that Won; *The Boy and the Lynx*; *The Legend of the White Reindeer*. Illustrated with over two hundred drawings by the author.

A small volume of selections, *Krag and Johnny Bear*, is published by Scribner, 50 cents.

Thompson-Seton, *LIVES OF THE HUNTED*, Scribner, \$2.00.

Account of the doing of "five quadrupeds and two birds." Illustrated with over two hundred pictures by the author.

Thompson-Seton, *MONARCH, THE BIG BEAR OF TALLAC*, Scribner, \$1.25.

His adventures and his capture. Illustrated by the author.

Thompson-Seton, *WILD ANIMALS I HAVE KNOWN*, Scribner, \$2.00.

Romantic adventures of Lobo the King of Currumpaw; Silverspot, the Crow; Raggybug, a cotton-tail rabbit; the pacing mustang; Bingo the dog, and others. Four of the stories are published separately. *Lobo*, *Rag and Vixen*, Scribner, 50 cents.

Warner, *A-HUNTING OF THE DEER AND OTHER PAPERS*, Houghton, paper covers, 15 cents; linen covers, 25 cents.

Some of the other papers are: *Camping Out*; *Lost in the Woods*; *What Some People Call Pleasure*.

Walton, *THE COMPLETE ANGLER*, Everyman's Library, Dutton, cloth, 35 cents; leather, 70 cents.

Boys will not enjoy this fine old classic at first, but it may be led up to through readings from Burroughs, Sharp, Gibson, and White.

White, *NATURAL HISTORY AND ANTIQUITIES OF SELBORNE*, Everyman's Library, Dutton, cloth, 35 cents; leather, 70 cents.

Not all older boys and girls love nature-study, but those who do, and who have learned to observe for themselves, will delight in this volume which is not only the diary of a great nature-lover, but also a fine piece of literature.

HOW TO CARE FOR PET ANIMALS

Johnson, *WHEN MOTHER LETS US KEEP PETS*, for young children, Moffat, 75 cents.

Miller, O. T., *OUR HOME PETS*, Harper, \$1.25.

Tells how to feed household animals, and how to keep them well and happy.